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ABSTRACT

The State of Michigan, through its interagency Collaborative Initiative begun in 1979, has established local Interagency Collaborative Boards (ICBs) similar to work-education councils, in 30 of the 33 Comprehensive Employment and Training Act (CETA) prime sponsor areas in the state. These boards, unlike mandated councils, are not advisory to any one segment of the community, but provide a neutral forum for all sectors to identify mutual interests and to develop programs for mutual benefit. A review of the Initiative from its beginning in 1979 was made through written documentation provided by the state, interviews with state-level persons involved in the initiative, five case studies in diverse ICB communities, and individual profiles prepared locally by each ICB. The evidence gathered indicates that, in each community in which an ICB is well established, knowledge is being shared and activities are being collaboratively planned and implemented. These activities are enabling youth and adults to make the transitions between education and employment with employability skills and better knowledge of their options, are reducing duplicative services in the community, and are providing for more efficient delivery of pre-employment and placement services. To enhance the continued growth of local collaboration in Michigan communities, the following recommendations are made: (1) that the state expand its collaborative activities as a model for local collaboration; (2) that the state provide more funding as a replacement for federal funding; (3) that the state provide other supportive services to the ICBs; and (4) that ongoing assessment of ICB initiative should be conducted. (KC)

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THE MICHIGAN INTERAGENCY COLLABORATIVE INITIATIVE

PROGRESS REPORT

1979-1981

VOLUME I

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PREPARED BY

The Center for Education and Work
The National Institute for Work and Learning

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Foreword

Under a contract with the Department of Labor of the State of Michigan, the National Institute for Work and Learning (NIWL) has been providing assistance to the Michigan Interagency Collaborative Initiative under which Interagency Collaborative Boards (ICBs) have been established in CETA prime sponsor areas. This Progress Report is a review of that Initiative from its beginning in 1979. It is based on written documentation provided by the State, on interviews with state level persons involved in the Initiative currently or previously, on five case studies conducted by NIWL staff in diverse ICB communities, and on individual profiles prepared locally by each ICB.

Shirley Robock Fox had the principal responsibility for the preparation of this report. Case studies were conducted by Ivan Charner - Saginaw, Patricia McDonough - Kalamazoo, Gerard Gold - Out Wayne County, Sandra Porter - Region 13, and Shirley Fox - Region 9. Paul Barton, Vice President of NIWL, contributed to the development of the policy recommendations. Thanks also go to Karen Bean, Juanita Mello, and Jane Hutchins for the preparation of the manuscript.

Richard Ungerer, Director
Center for Education and Work
National Institute for
Work and Learning

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VOLUME II

Profiles of ICBs

I. EXECUTIVE SUMMARY AND POLICY RECOMMENDATIONS

The State of Michigan, through its Interagency Collaborative Initiative begun in 1979, has demonstrated the ability of local autonomous councils to link community sectors related to education, training and employment to help youth and adults achieve more fully their human resource potential. Under the Initiative a local Interagency Collaborative Board (ICB), similar in design to a work-education council, has been established in 30 of the 33 CETA prime sponsor areas in the State, funded by the Governor's discretionary monies under CETA and administered by the Michigan Department of Labor with the collaboration of the Department of Education. These Boards, unlike mandated councils, are not advisory to any one segment of the community, but provide a neutral forum for all sectors to identify mutual interests and to develop programs for mutual benefit.

Evidence gathered for this Report clearly indicates that, in each community in which an ICB is well established, knowledge is being shared and activities are being collaboratively planned and implemented. These activities are enabling youth and adults to make the transitions between education and employment with employability skills and better knowledge of their options, are reducing duplicative services in the community, and are providing for more efficient delivery of pre-employment and placement services. Case studies conducted for this report clearly demonstrate that, despite the diversity of the communities represented by ICBs, the increased exchange of information on a personal and trusting basis among

those representing various agencies on the ICBs is resulting in the more efficient use of local resources to meet specific community needs.

Most activities being implemented by the various ICBs fall into the following general categories, tailored to meet local conditions:

- community resource inventories
- information sharing
- coordinated job placement
- staff training/curriculum development
- academic credit for work experience
- career resource centers
- needs assessments
- career exploration: employability skill development

To enhance the continued growth of local collaboration in Michigan communities, and in recognition of the time needed to institutionalize change, the National Institute for Work and Learning makes the following policy recommendations, detailed further below.

1. There is a need for the State to establish as a priority and to expand its collaborative activities among state level employer and union organizations, the State Departments of Labor, Education, Commerce, and Social Services and other State economic development agencies, so that it can serve as an exemplary model for local collaboration, particularly for economic development.
2. There is a need for the State to provide some basic funding beyond FY '82, a phasing down of federal/state funding and a phasing in of local financial support.
3. Beyond basic financial support, there is a need for the State to provide other supportive services to the ICBs and to assign a sufficient number of qualified state level staff from several agencies to work together to administer this support.

4. Training should continue to be provided to the ICBs through statewide workshops and conferences, but also through more accessible regional workshops, some tailored to the specific needs of the region.
5. There is a need for the State to disseminate information regarding successful economic development activities developed by the ICBs and others, and to provide leadership, support, and technical assistance to the local communities.
6. Greater emphasis should be given by the State to encouraging and assisting the ICBs to obtain more active participation of employers and of organized labor in the activities of the ICBs.
7. Local diversity in process and program development and implementation should continue to be encouraged, and no common pattern of operation should be imposed by the State on the local ICBs as a condition for funding, beyond basic multi-sector collaboration and good fiscal management.
8. An ongoing objective assessment of the ICB Initiative should be conducted by an organization not closely involved in the Initiative in order to identify successful practices to be shared with all ICBs and to identify problems which should be avoided at both the State and local levels.

Detailed Policy Recommendations

1. THERE IS A NEED FOR THE STATE TO ESTABLISH AS A PRIORITY AND TO EXPAND ITS COLLABORATIVE ACTIVITIES AMONG STATE LEVEL EMPLOYER AND UNION ORGANIZATIONS, THE STATE DEPARTMENTS OF LABOR, EDUCATION, COMMERCE, AND SOCIAL SERVICES AND OTHER STATE ECONOMIC DEVELOPMENT AGENCIES, SO THAT IT CAN SERVE AS AN EXEMPLARY MODEL FOR LOCAL COLLABORATION, PARTICULARLY FOR ECONOMIC DEVELOPMENT.

It is more difficult for the State to "sell collaboration" to local communities if collaboration is not being practiced in the State capitol. Dissension at the state level will contribute to dissension at the local level. Turf battles in the capitol may set examples for turf

battles among community counterparts.

A recognized practice of collaboration at the state level (whether formally structured or informally practiced) will set the tone for the State as a whole.

A firm practice of state level collaboration will help in the following ways:

- It can be argued that if the State can do it, so can the communities.
- Each state level party can encourage participation of community counterparts; for example, the State AFL-CIO Labor Council can encourage participation of local councils.
- Some impediments to local action have their origins in state level practices or regulations; these can be cleared away through state level collaboration.
- Recognition can be given by the State to those communities achieving outstanding results.

2. THERE IS A NEED FOR THE STATE TO PROVIDE SOME BASIC FUNDING BEYOND FY '82, A PHASING DOWN OF FEDERAL/STATE FUNDING AND A PHASING IN OF LOCAL FINANCIAL SUPPORT.

The effort to create ICBs throughout Michigan is both important and ambitious. It has been NIWL's experience in creating work-education councils, starting with a stimulus from outside the community, that they need from three to four years of assured funding in order to sink their roots in the community and develop the credibility that will permit them to survive and grow without outside aid.

First, a council has to perform the critical function of using its good offices and neutral turf to bring the various groups together around common objectives. Then it must demonstrate through actual experience

that these new collaborative relationships actually benefit the individual sectors and organizations involved. It must then convince these sectors and organizations that they have something to gain by providing financial contributions to continue the staffing, or, where staff itself is contributed, the day to day operating expenses.

CETA experience, and experience with the funding of youth projects generally, has often been one of launching new "demonstration" projects with much fanfare, and then letting them die just as they might become institutionalized. Developing the collaborative process takes even more time than setting up a service delivery program, and the failure to follow through with ongoing State support will endanger the possibility of creating staying power.

On the other hand, an ICB is basically a local community effort, and at some point the community should be expected to sustain it. A gradual phasing down of central support is one way to make this clear to the community.

3. BEYOND BASIC FINANCIAL SUPPORT, THERE IS A NEED FOR THE STATE TO PROVIDE OTHER SUPPORTIVE SERVICES TO THE ICBs AND TO ASSIGN A SUFFICIENT NUMBER OF QUALIFIED STATE LEVEL STAFF FROM SEVERAL AGENCIES TO WORK TOGETHER TO ADMINISTER THIS SUPPORT.

ICBs need assistance that goes beyond financial support. This assistance includes:

- state level project administration which is cognizant of realistic time frames,
- technical assistance in
 - fiscal and project management at the local level,
 - program development,

--techniques to obtain local funds from a variety of sources to enable the ICBs to grow and retain their autonomy;

- networking within the State so communities can share experiences and learn from each other, through

--a newsletter,

--training workshops, and

--State-wide conferences;

- tapping relevant experiences of collaborative councils from outside the State--successful process and program development;
- providing information on relevant changes in Federal policy and legislation, and an understanding of the implications for the ICB Initiative; and
- providing, or acting as a referral to, experts who can address specific problems, either by discussing common issues at statewide meetings or assisting individual ICBs on site or through phone or mail.

4. TRAINING SHOULD CONTINUE TO BE PROVIDED TO THE ICBs THROUGH STATEWIDE WORKSHOPS AND CONFERENCES, BUT ALSO THROUGH MORE ACCESSIBLE REGIONAL WORKSHOPS, SOME TAILORED TO THE SPECIFIC NEEDS OF THE REGION.

Based on the evaluations of the training sessions conducted by the Michigan Employment and Training Institute, METI, and NIWL, there is a continuing need for regional and statewide training workshops to provide, in addition to the opportunity for networking:

- orientation for new ICB members;
- ways to address new issues of growing concern, such as economic development, the effects of new technology, and computerized career and labor market information;
- techniques for obtaining greater involvement of the private sector;
- skills in interagency networking, effective public

relations, creative problem solving, and evaluation;

- methods to solve specific regional problems as they develop; and
- strategies for obtaining funds from local or State block grants and from other sources.

5. THERE IS A NEED FOR THE STATE TO DISSEMINATE INFORMATION REGARDING SUCCESSFUL ECONOMIC DEVELOPMENT ACTIVITIES DEVELOPED BY THE ICBs AND OTHERS, AND TO PROVIDE LEADERSHIP, SUPPORT, AND TECHNICAL ASSISTANCE TO THE LOCAL COMMUNITIES.

It is clear that Michigan places a high priority on economic development, given its high unemployment rate and dependence on the automobile industry. Under the best of circumstances economic development is not a simple proposition, particularly when it must be a community "bootstrap" operation.

Successful economic development requires proper attention to developing human resources consistent with the objectives of the economic development plan. A helpful first step is for an Interagency Collaborative Board to bring about close working relationships among all important suppliers of education and training-including community colleges, universities, secondary school systems, and proprietary institutions-and to inventory the existing capabilities and resources. These resources can then be made known to, and coordinated with the efforts of, those local instrumentalities with economic development responsibilities, as well as leading employers and unions.

Where economic development is attracting industry from out of Michigan-or the U. S.-training capability or potential, often used as a lure, must be provided as promised. Where indigenous industrial growth is

occurring and is being stimulated or new plants are being created, the skill needs must be assessed and curriculum offerings adjusted to accommodate them where needed.

There are now a number of model programs around the country where linkages have been achieved between human resource development and economic development, and where smooth working relationships exist. Some of these programs are at the state level; others at the local level. These should be examined to see what the experiences have to offer to Michigan ICBs.*

6. GREATER EMPHASIS SHOULD BE GIVEN BY THE STATE TO ENCOURAGING AND ASSISTING THE ICBs TO OBTAIN MORE ACTIVE PARTICIPATION OF EMPLOYERS AND OF ORGANIZED LABOR IN THE ACTIVITIES OF THE ICBs.

Successful collaborative councils require the active involvement of the private sector. A major goal of collaborative processes is better transitions of youth and adults into employment. Bringing about the kind of linkages that enable public sector efforts to result in private sector employment necessitates the involvement of the private sector in ICBs. (If the word "Interagency" seems to connote a wholly government emphasis to the private sector, and becomes a barrier to its entry, the word might be dropped in the second phase of development. The councils would then be designated merely as "Collaborative Boards.")

*Case studies of some of these models have been prepared by the Economic Development Project of the American Vocational Association.

If this broader collaborative process has already been achieved at the state level, it will be much easier for the State to assist the communities in expanding their own memberships to include employer and union representatives. The State can, for example, enlist the aid of state level business associations and state level labor councils in getting their local members to understand the objectives of ICBs, and in encouraging them to participate. (See recommendation #1.)

7. **LOCAL DIVERSITY IN PROCESS AND PROGRAM DEVELOPMENT AND IMPLEMENTATION SHOULD CONTINUE TO BE ENCOURAGED, AND NO COMMON PATTERN OF OPERATION SHOULD BE IMPOSED BY THE STATE ON THE LOCAL ICBs AS A CONDITION FOR FUNDING, BEYOND BASIC MULTI-SECTOR COLLABORATION AND GOOD FISCAL MANAGEMENT.**

There are common elements of ICBs, particularly in the understanding of the need to get agencies and institutions working together. There are, however, differences in the approaches taken. This diversity is an indication that the central idea is being adapted, as intended, to local needs and perceptions.

On the other hand, good information exchange and networking will tend toward the adoption (or adaptation) by ICBs of useful practices from other communities. Choices about what paths to take based on the broad experience of ICBs throughout the State may eventually lead to greater uniformity in approach and programs implemented. (See recommendation #3 on networking.)

8. **AN ONGOING OBJECTIVE ASSESSMENT OF THE ICB INITIATIVE SHOULD BE CONDUCTED BY AN ORGANIZATION NOT CLOSELY INVOLVED IN THE INITIATIVE IN ORDER TO IDENTIFY SUCCESSFUL PRACTICES TO BE SHARED WITH ALL ICBs AND TO IDENTIFY PROBLEMS WHICH SHOULD BE AVOIDED AT BOTH THE STATE AND LOCAL LEVELS.**

The strategies and activities used by the local ICBs and by the State need to be evaluated. Because each ICB has selected its own strategy for responding to certain problem areas identified by Michigan

DOL, such an evaluation should a) determine which strategies are used and why, b) assess the impact of the strategies on a problem or problems, and c) compare the effect of the different strategies used.

The evaluation should help to identify those characteristics and operating procedures which are most useful for carrying out the activities in different settings.

The evaluation should also assess the State's role in the entire effort. This part of the evaluation should focus on: a) identifying the roles and responsibilities of the different state level agencies, b) determining the specific state level activities used to facilitate the effort, and c) assessing the impact of the State's role on the individual ICBs and on the entire program.

If the evaluation is to be useful it will require the collection of information from a wide array of individuals and organizations, including:

- employers
- unions
- school personnel
- youth
- ICB members
- other community organizations
- state level agencies and individuals
- providers of technical assistance
- ICB Facilitators group

The evaluation should collect some basic data from all ICB sites, with more detailed information gathered from a smaller number of selected local sites. Such a strategy would provide sufficient information to assess the impact of the ICB effort at both the local level and Statewide.

II. HISTORY OF THE INTERAGENCY COLLABORATIVE INITIATIVE

"ICBs are the most recent and most productive innovation that has come to the Livingston community. It serves people that need the service, and in the process brings together diverse groups with a focus on achieving a common goal." This description by the Vocational Technical Specialist of an Intermediate School District could be repeated for most of the Michigan communities impacted by the development of the ICB Initiative in Michigan which began in 1979.

In the reauthorization of CETA in 1978, one percent of the funds available for Title II was made available to Governors for encouraging coordination and establishing linkages among prime sponsors, appropriate educational agencies and institutions, and institutions providing employment and training programs; and for services to eligible participants delivered jointly by these agencies. In addition, fifteen percent of the six percent of Title II funds available to Governors for supplemental vocational education activities can be used for coordination and linkage activities.

The State of Michigan combined the maximum amounts of these funds for the development of a unique concept in coordination. Robert Pendleton, Director of the Michigan Department of Labor's (MDOL) Bureau of Employment and Training, had studied the development and results of the work-education councils sponsored by the National Manpower Institute (now the National Institute for Work and Learning), which had been established in selected communities across the country. In 1979 he urged MDOL

Director C. Patrick Babcock to work with the Michigan Department of Education (MDOE) to combine these funds and jointly develop guidelines for their use.

An agreement was reached with guidelines which provided for the development and implementation of a collaborative process at the State and local levels. A Steering Committee composed of ten members from the Departments of Labor and Education, prime sponsors and local educational agencies was established to develop policy for the Initiative. The local collaborative process was defined as: "a voluntary local effort with broad community representation organized for the purpose of increasing collaboration at the community level among educational institutions, employment institutions, governmental agencies and the public, with activities directed toward improving the quality and quantity of employment related services available to members of the community."*

At the local level, an Interagency Collaborative Board, or ICB, modeled on work-education councils, was to be established in each of the 33 prime sponsor areas in the state. These areas consist of eleven sub-areas of the balance-of-state; the cities of Ann Arbor, Dearborn, Detroit, Livonia and Warren; nine single counties; two balance-of-counties; and six county consortia not in the balance-of-state.

Pendleton originally had suggested a controlled experiment in five to six prime sponsor areas with different characteristics, but the

*"CETA Education Linkages Packages," Michigan Bureau of Employment and Training, 1979 (xeroxed).

Steering Committee wanted the effort to be statewide. This Committee developed an operational plan which included the awarding of collaboration, "A", grants to be implemented in two stages, planning and operation; and a limited number of demonstration projects, "B", grants on a competitive basis for one year projects. The Committee established criteria for the awards, and was to develop a process for long term planning, monitoring and evaluation, but was disbanded by the Departments before accomplishing this task.

Eligible applicants for planning and operational "A" grants were: CETA prime sponsors; local educational agencies such as intermediate school districts, K-12 school districts, community colleges, non-traditional and adult high schools, four-year institutions of higher education; and work-education councils in the state.

Key persons from local employment and training agencies and educational agencies were brought together at a conference in July of 1979 at which this statewide collaborative initiative was explained. Community leaders in each prime sponsor area were to develop, by August 27, a collaboration plan in the form of a proposal which indicated their commitment, identified joint objectives and measurable outcomes, and selected a fiscal administrator. Planning grants, based on a percentage of the amount allocated by formula to each prime sponsor geographic area, were to be awarded by October 1, 1979. Final collaboration proposals for "A" grants were due November 1 to be reviewed and funded by December 3, 1979.

In retrospect, it is generally agreed that this timetable was unrealistic for an effort which required local collaborative efforts of

persons who had previously not worked together on common problems, but rather, in many instances, had been in adversarial positions. In addition, the contract office of the Department of Labor which generally administered less than 35 contracts a year could not handle 33 negotiations in one month. Start-up was delayed, and some confusion resulted. By the close of the first fiscal year, 28 ICBs were in operation; and by the end of the second year, 30 were active.

Contract administration for the "A" grants was further complicated by the almost simultaneous negotiation of "B" grants, for which an RFP was distributed. Proposals were due November 12, and start-up was originally scheduled for December 24, 1979. But again, the timetable in the "CETA-Education Linkages Package" was unrealistic; the number of contract and other State staff was not sufficient to develop and administer all of these contracts nor to provide the technical assistance necessary. By April 1980, 23 "B" grants had been awarded for one year, most of which were later extended without additional funds for another six months.

Objectives

The State objectives for the "A" grants during the three years FY '80, FY '81 and FY '82 reveal a shift and broadening of focus. The basic purpose of the ICBs has remained the same: "To develop, maintain and support collaboration within local communities among educational agencies and institutions, CETA prime sponsors, service organizations and the private sector which lead to the maximum utilization of community resources to enhance the transition of youth and adults into the world of work.

The primary emphasis for FY '80, however, was the establishment and implementation of the linkages between CETA and the local educational institutions; and secondarily, with other community organizations. Subsequently, the ICBs have been encouraged to strengthen local involvement of the private sector.

According to the FY '81 Planning Guidelines, "Of particular importance is the private sector's involvement in planning activities in the areas of: training, job development and placement." These Guidelines also included as a goal the exploration of "better ways of utilizing Employability Development Plans as a tool in career planning activities and career education programs." ICBs were encouraged to "begin to plan for and identify alternative funding sources to support these activities."

In addition to building on and expanding the collaborative mechanisms developed under FY '80 and '81 grants, ICBs in FY '82, according to the Planning Guidelines, were encouraged to explore and develop strategies which

"link economic development activities with education, employment and training activities and lead to a greater awareness of and participation in economic development activities taking place in their areas."

To carry out these objectives, Martin Simon, Project Director, developed "Mission Roles and Functions of an ICB" included as Attachment A in the FY '82 Planning Guide and quoted in part here.

"A primary responsibility of the ICB is to promote efforts which go beyond simple cooperative ventures and require a firm commitment and active involvement for which responsibility and accountability are shared. This requires joint planning, implementation, monitoring and evaluation of collaborative ventures.

The ICB must be instrumental in creating a climate in which shared responsibility and accountability is possible. That is a climate in which members of the community see

themselves as peers in a collaborative effort and feel comfortable and trusting in that relationship to the extent that turf issues can be dealt with and put aside.

To create such a climate the ICB must assist relevant segments of the community in identifying and recognizing their own needs and interests in employment and training and those of each collaborating agent. Then the ICB must serve as a balancing agent to promote the mutual advancement of the varied interests within a collaborative arena.

The major roles that the ICB must perform as a balancing agent which create a climate in which shared responsibility and accountability are possible include:

1. To serve as a catalyst that brings established local community organizations, institutions and agencies together to provide activities which enhance the transition of youth and adults into the world of work.
2. To serve as a communication link to improve understanding among local community organizations as well as the general public.
3. To serve as a change agent which works with local service agencies to assist them in being more responsive to the employment and training needs of youth and adults.
4. To serve as the final decision-making board which determines how linkage funds, presently available to the local community, can provide maximum benefit to the members of the community.

In order to meet the challenge of these roles the ICB must carry-out certain functions which include but are not limited to the following:

1. To establish mechanisms to increase information exchange between prime sponsors, educational institutions, service agencies and the private sector.
2. To provide assistance to eliminate barriers within the education system, CETA system and the private sector which hamper employment and training activities.
3. To provide assistance in developing or expanding existing systems for assessing the effectiveness of education, employment and training programs within

the community.

4. To assist in the planning, development and evaluation of jointly delivered programs.
5. To develop and disseminate models of linkages which can be shared locally and statewide.
6. To provide information, curriculum materials and training in the area of staff development.
7. To assist in the resolution of conflict which may develop among various agencies in the community.
8. To assist in assessing the educational, employment and training needs of the community as a whole and specific target groups.
9. To assist in the inventory of resources available in the community and then to act as a broker of these resources.
10. To assist in the identification of duplicative service areas as well as gaps in services available.
11. To gather and disseminate information about exemplary programs, strategies and procedures that now exist and that could increase the knowledge and skill base of collaborating agents.
12. To work with other local councils, advisory boards and groups with overlapping roles and functions to build complementary rather than adversary relationships."

Administration and Funding

According to the Planning Guidelines for FY '82,

"The state level management structure consists of three levels: an Executive Steering Committee (ESC); Michigan Interagency Collaborative Initiative Management and Technical Assistance Team (M-T.A. Team); and a State ICB Advisory Council (Advisory Council).

The ESC membership consists of the directors from the MDOL, Bureau of Employment and Training; MDE, Vocational-Technical Education Services and the Associate Superintendent of Libraries and Adult Extended Learning. This committee establishes overall policy and direction

for the state's Michigan Interagency Collaborative Initiative. The State ICB Management Team consists of staff from the MDOL and MDE and has responsibility for implementing the policy directives of the ESC through the development of plans and the provision of technical assistance to facilitate coordinative arrangements at the local level. The Project Director and ICB consultants 1/ have been assigned ICB areas to work with and provide technical assistance. . . The State ICB Advisory Council consists of representatives from prime sponsors, local educational agencies including post-secondary and four year institutions, community-based organizations, business and industry and organized labor. 2/ This council makes recommendations to the Management Team and ESC regarding local program, technical assistance and training needs. It also serves as a vehicle for local concerns to be voiced and for disseminating information to local areas."

Annual plans for FY '82 funding were to be submitted to Mr. Simon by June 30, 1981, based on an anticipated state level funding of \$3.5 million. This allocation was reduced in May to \$2.5 million, and again in August to \$2.0 million. The change in the statewide funding level necessitated changes in the individual ICB allocations and each has had to revise its FY '82 plan to accommodate to the reduced amounts. For FY '82 ICBs are required to match State funds on a one-to-three basis; i.e., to raise locally up to 25 percent of their total budgets. The reaction of the ICBs has been mixed, with some Boards confident that local cash or in-kind support can be found, while others have not yet begun to generate that support.

The funding level for FY '80 was \$2,482,458 for "A" grants and an equal amount for "B" grants. For "A" grants the allocation to each ICB

1/The Management and Technical Assistance Team.

2/The Advisory Council membership has been changed and presently consists of representatives from some ICBs - usually the Executive Directors-and ex officio state staff.

included a basic grant, and the remainder of the total money was divided in the same proportions as the total state money for Title II of CETA was allocated to each prime sponsor area. The same allocation procedure was followed for FY '81 and FY '82. The amounts for the statewide initiative and for the basic grants are indicated below. The allocations to each ICB for each of the three years are in Appendix C.

"A" Grants

	<u>Total State</u>	<u>Basic Grant to Each ICB</u>
FY '80	\$2,482,458	\$27,500
FY '81	3,043,431	34,000
FY '82	2,000,000	30,000

The amount of the basic grant in FY '80 was based on the amount provided by the National Institute for Work and Learning to the work-education councils in its consortium for their third year of operation. The start-up core funding for these councils was \$40,000-\$50,000, depending on local characteristics.

Training

Training was provided to the ICBs by the Michigan Employment and Training Institute (METI). In conjunction with NIWL, four one-and-a-half day regional workshops were held in August 1980 for all ICB Directors. Each workshop focused on four areas: communication, community resources, management, and proposal development. Subsequent evaluation indicated an overall positive response and that, although some of the material was considered to be too elementary, some topics required more time to be

fully explored.

For the period December 1, 1980, to September 30, 1981, METI contracted with the NIWL to develop the agendas and provide speakers for four Education-Work Policy Seminars. These seminars were held in conjunction with statewide ICB key facilitators meetings. The focus of the seminars was the changing national policies and legislation relating to education, training, employment and economic development. Speakers from federal agencies and national organizations presented information and answered questions.

During this period, METI also conducted a series of ten workshops, which focused on topics such as:

- ICB orientation
- resource assessment
- diffusion and innovation
- alternative funding sources
- competency based education

Outside consultants were frequently used to conduct the workshops which were generally held in Lansing or the Detroit area. After some complaints by ICBs in the northern part of the State, several workshops were conducted in other locations.

Accomplishments

The five Case Studies and Profiles included in this Progress Report demonstrate the diversity and level of accomplishment of the various ICBs. Since each was to reflect local circumstances, they differ as to the organizational structure, locus of leadership, relative emphasis on the roles played, on "process vs. program" orientation, and on the type

of programs encouraged or directly administered.

The "B" projects have now been completed and are being evaluated. One state official indicated that they "appear to have been successful" and noted especially an ex-offender project in Detroit and a competency-based program in Kalamazoo. But until the evaluation is completed, one cannot comment definitively on this component of the Initiative.

No one yet knows what Congress and the Reagan Administration will decide about the reauthorization of CETA and the Vocational Education Act, and hence whether any Governors' discretionary monies will be authorized or with what restrictions or for what purposes. Experience with local collaborative councils nationwide has shown that to develop local collaboration requires time. Outside financial support, technical assistance and training are necessary until an ICB can become sufficiently established to achieve visibility and credibility to obtain local funding and other support. This support must be sought cautiously and persistently from many sources in order for the collaborative effort to retain its neutrality. Many of the ICBs are establishing firm roots in their respective communities and may be able to generate funding for basic expenses within the next year. Others may require a longer time. Therefore, the need for State funding support will remain, in addition to the provision of networking and information exchange opportunities.

III. STATE LEVEL INTERVIEWS

State level personnel who have been, and are, involved in the development and administration of the Michigan Interagency Collaborative Initiative were interviewed to obtain their perceptions of the project. These included: C. Patrick Babcock, former Director of the Michigan Department of Labor (when the Initiative was started); William Long, present Director; Robert Pendleton, Director, Bureau of Employment and Training, MDOL; Martin Simon, Director, ICB Initiative; Douglas Smith, Special Assistant, Program Unit, Governor's Office; Bruce Stine, LEAD Director, Michigan State AFL-CIO; Larry Ford, Flint, Michigan Chamber of Commerce, active in the Chamber statewide; and from the Department of Education, Philip Runkel, Superintendent of Public Instruction, Barbara Ort-Smith, Associate Superintendent for Libraries and Adult Extended Learning, Richard Jackson, CETA Coordinator, Arnold Loomis, Director, Vocational-Technical Education Services, and Paul Roy, President of the Michigan Association of Employment and Training Directors.

All of those interviewed considered the ICB Initiative positively, based on what they have heard, generally from those involved locally with a particular ICB. Some felt that not enough is yet known about the effect statewide to make a generalized judgment about the overall Initiative. C. Patrick Babcock, the Director of the Labor Department at the time the Initiative started admitted that it took him a year to be convinced of its value, but that now he strongly supports the effort. The present Director, William Long, stated that he sees "the need for a local

collaborative process as a catalyst to avoid duplication of services," but feels that State dollars may not be needed everywhere. He also stated that more needs to be known about what constitutes a feasible geographic area for collaboration and networking. The labor, business and industry representatives were emphatic as to the positive effect the ICB Initiative has had by increasing the level of interaction between these two sectors which had been minimal previously, except for collective bargaining.

Local ICBs

The perceptions of all of these State leaders as to the basic purpose of ICBs stressed increased communication and "rapport" among local sectors related to education and employment and training. Other more specific purposes mentioned included:

- closer linkages of education to the business and labor community
- more effective use of state and local funds
- coordination of local efforts leading to an avoidance of duplicative services
- aiding economic diversification through linking education and training to economic development efforts.

The consensus as to whether these goals have been accomplished was that collaborative efforts take time to develop and it is too soon to tell, but that much progress has been made in most prime sponsor areas in terms of increased communication and joint efforts. In some locations, however, duplicative efforts still abound. The degree of success has varied throughout the State. Further, some have observed a continuing

need for increased involvement of particular sectors and better coordination at and between certain levels of government; e.g., greater participation in planning by representatives of organized labor at both the State and local levels.

When asked what major factors led to success at the local level, several interviewees mentioned the ability of Board members to identify common goals and adopt non-adversarial positions in order to work together. Some stressed the importance of dynamic individual leadership by the Director or Chair of the ICB as critical. Others were not familiar enough with the local situations to express an opinion.

As to deterrents to success, the State itself was mentioned as an early hindrance. Mentioned were the delayed and cumbersome contracting procedure; "too fast start-up" period, with too little staff support to the local ICBs in the formation stage; uncertainty by ICBs as to the amount and timing of funding; and the "lack of consistent overall policy direction" from the primary state departments involved - Labor and Education. Since the heads of both departments have changed since the initiative began, the new Directors needed "to be oriented." In addition, the ICB project has not been a priority assignment to members of the Executive Policy Committee. This Committee was seen as being reactive to crisis rather than a policy group meeting on a regular basis. Indeed, the function of this committee seems to have been taken over by the Education Committee of the Michigan Employment and Training Services Council (METSC), on which two of the three members of the Policy Committee serve as regular members representing education. The third member of the Policy Committee serves on METSC from Labor. However, it was stated, the METSC

committee acts as an advisory body, not a policy body, and cannot provide the needed support for the ICB project. The original project staff of five for a brief time were able to service the ICBs assigned to each, but the staff was then reduced to three persons. When staff was subsequently increased those assigned added the ICB duties to other obligations and did not consider the project a priority. Only one of the original staff persons has been involved on a full-time basis since the start.

Another problem at the state level has been the lack of consistent, ongoing communication between the Policy Committee and the Management Team.

At the local level, a barrier to the ICB development initially was the resistance by some prime sponsors to the establishment of "yet another committee" which might threaten their authority. In two prime sponsor areas ICBs have not yet been formed due to lack of cooperation by the primes, but most primes are serving on the ICBs, recognizing common problems, in some cases relinquishing some "turf", and acknowledging the assistance being provided by many ICBs in implementing CETA programs.

Another barrier to comprehensive collaboration, according to one interviewee, was the tendency of community colleges to remain too separate and not cooperate enough with secondary schools or business training efforts. He felt that the lack of participation by the State Department of Commerce in this ICB Initiative impeded economic development efforts in the state and the ability of the State to respond quickly to training needs. He felt the local ICBs could be used to inform the State about local resources. Also mentioned was the feeling of competition on the

part of the Departments of Labor and of Education as to the ability of each to provide the training necessary to prepare workers for the skills needed to attract or retain industry. This "turfdom" at the state level has been reduced to a large extent at the local level through the deliberation of the ICBs.

Role of the State

Several ongoing roles were seen for the State:

- to provide broad policy direction to the ICBs
- to provide core funding, at least for FY '82, but with the ICBs beginning to develop local funding and in-kind resources
- to provide opportunities for networking through meetings of ICBS
- to provide technical assistance to the ICBs
- to provide information exchange
- to monitor ICB activities through quarterly reports and/or on-site visits.

While most of the administrative problems (e.g., delays in contracting) were resolved, it was recommended that the original policy group and state Department heads get together to exchange information and to identify problems. A public relations effort was also suggested to inform various constituencies about the Initiative and encourage member agencies to include news of the ICBs in their newsletters.

There was diverse opinion as to the efficacy of establishing a formal state level ICB. One official suggested that the Governor should take the initiative to bring together the present state level groups

already involved in education/employment and training issues to try to eliminate duplication of effort, but that a new group not be established. Relevant agencies mentioned by him and others were the Michigan Employment Security Commission (MESCC), Department of Social Services (DSS), State Occupational Information Coordinating Committee (SOICC), State Advisory Committee on Vocational Education (SACVE), Michigan Occupational Education Association, and the Michigan Business and Industrial Alliance for Vocational Education. The need for greater input from the private sector, through the Chamber of Commerce or Michigan Manufacturers Association, and from organized labor was also mentioned. Others suggested the involvement of the Department of Commerce. One official did not see the need for a formal state level ICB, but rather recommended the establishment of inter-agency ad hoc, issue oriented, small committees as needed to address specific issues. He felt that the relevant state level agencies met frequently under other auspices, and general CETA/education issues could be agenda items at those meetings.

As to the future, it was generally felt that the concept of developing local collaborative (boards) bodies to address education/work issues is sound, and deserves ongoing state support. Increasingly one heard "economic development" as becoming the focus of state level attention, and an additional challenge will be to define the role of ICBs in this effort in orchestrating local efforts and in acting as resource agents to state efforts.

IV. CASE STUDIES

Case studies of five ICBs were undertaken to gain a perspective from community leaders of the developmental process and impact on the community of each ICB, which could not be gained from static written profiles. The five diverse communities chosen by the state ICB Advisory Committee for detailed study were: Kalamazoo, Out-Wayne County, Saginaw, Region 9 and Region 13. The criteria for selection and characteristics of each ICB are shown in the table below.

CRITERIA/ICB	Kalamazoo	Out-Wayne	Saginaw	Region 9	Region 13
Diverse geography	SW urban	SE urban	Central urban	NE rural	NW rural
Director's pay status	paid by ICB for 4/5 time	paid by ICB for full time	not paid by ICB	paid by ICB for 1/2 time	not paid by ICB
Fiscal Agent	Intermediate School District (ISC)	Work Education Council	City School District	ISD, then prime sponsor	prime sponsor
Political jurisdiction	one county 24 political jurisdictions 2 major cities	one county minus 3 prime sponsor areas	one county	eight counties	six counties
Grant type	A&B	A	A&B	A	A

Each case study was written based on personal interviews of key actors including the ICB Director and members, fiscal agent, and others in the community impacted by the ICB; and on a review of documents such as annual plans, minutes of Board meetings, press clippings, newsletters and quarterly reports. At each site information was gathered on the development of the ICB structure and of its goals and objectives, on its collaborative process, program development and implementation, impact on the community and future plans.

One common theme emerges strongly from these studies - that, despite the diversity of the communities represented, the increased exchange of information on a personal and trusting basis among those representing various agencies on the ICB is resulting in the more efficient use of local resources to meet specific community needs. In respect to the particular client group served, the process of developing collaboration, and the programs implemented directly or indirectly, each ICB reflected the characteristics of the particular prime sponsor jurisdiction.

The development of trust among the various sectors represented on the Boards did not come easily in some of the communities. In Saginaw those appointed to the ICB by the County Commissioner did not fully understand the mission of the ICB at first, and activities developed slowly. Out-Wayne County, however, had the benefit of pre-existing collaborative efforts on which to build. In Kalamazoo, some turf questions between the prime sponsor and ISD still seem to remain. Region 13 was able to build its collaborative efforts by focusing its programming on needs already identified by a PIC survey; while in Region 9, where the ICB got off to a faulty start with no Executive Director and then

reorganized, collaborative activities are now progressing well but need more time to become institutionalized.

In the rural areas, Regions 9 and 13, the ICB members tend to be the leaders - the decision makers - in their respective sectors; whereas in the urban areas persons from the second or third echelon levels are more apt to serve, such as project directors within agencies. The rural ICBs have enabled the established networks to expand, both within sectors and to other sectors, and have extended the involvement to lower echelons - to the "movers" - for implementation of programs.

The diversity of councils is also reflected in their client focus and program orientation. The Out-Wayne ICB differs from the others in concentrating directly only on training the staff of program deliverers, and only indirectly on CETA participants or other individuals seeking career help. In contrast, most programs initiated by the Saginaw ICB were for client groups such as teachers, adult workers, students, community agencies and the business sector. These programs were supported by ICB funds, but were not administered directly by the ICB. They were generally carried out jointly by several agencies, only some of which were represented on the ICB. Region 13 did not have paid staff the first or second year, and did not directly administer any programs, but distributed all of its funds through an RFP process to eight local educational agencies for programs, each of which was continued the second year with local support.

The experience of each of the councils indicated the importance of technical assistance during the initial stages, where collaborative activities had not occurred previously, and the need for an outside source of funding as the impetus for building the collaborative effort.

CASE STUDY

KALAMAZOO COUNTY ICB

I. INTRODUCTION

The Kalamazoo ICB has been perceived as a model ICB - running well - conducting an A and B project, active statewide on the ICB advisory committee, conducting a statewide conference on competency-based education last winter, and having weathered several interagency conflicts. The staff had been active, visible and articulate spokespersons for ICBs at state, regional, and national meetings on work-education linkage meetings. But another conflict is brewing: the Prime Sponsor wants the ICB to become incorporated into the system. The Prime Sponsor feels that since the ICB was funded through CETA money and is supposed to coordinate all of CETA with other groups, it is duplicative of the CETA Advisory Committee.

The Kalamazoo Valley Board of Commissioners is the local Prime Sponsor. Active on the ICB is one of the Commissioners, an elected public official. The Director of Grants and Human Services for Kalamazoo County who is the key County staff person with Prime Sponsor responsibilities is not on the ICB. However, the County contracts with the W.E. Upjohn Institute to fulfill the administrative role of Prime Sponsor. Its Managing Director of the Employment and Management Division, who is on the ICB, administers the CETA contracts and client services. These three individuals seem to work very closely together and share similar perspectives. However, some of the present difficulty between the ICB and the Prime Sponsor results from this diffused administrative structure. A second characteristic which is affecting the current situation is that this Prime Sponsor is not part of the Balance of State and, therefore, reports directly to the U.S. Department of Labor Regional Office in Chicago, and not to the Michigan Department of Labor (MDOL) in Lansing. One of the results of its limited state contact is that the Kalamazoo Prime Sponsor has not taken full advantage of assistance from the Project Director in Lansing that could have helped to clarify or mitigate some of the present conflict. The ICB/Prime Sponsor relationship dominated the whole case study; the discussion at the ICB meeting and most every interview. It still has not been resolved. It seems that the final resolution will involve the ICB developing a closer relationship with the County (i.e. CETA), and the ICB and County (CETA director) staffs getting together and jointly proposing the ICB plan for next year. This plan will go through the Executive Committee of the ICB and onto the full ICB within two months.

Persons interviewed for the case study included a private proprietary school owner who runs the CETA Assessment Center and is on the

ICB; a small-business man who is an ICB member; an ICB Executive Committee member from Kalamazoo Valley Community College; the Chair of the ICB who is with the LEA Consortium; the ICB Vice-Chair who is with the Employment Security Commission; the fiscal agent representative at Kalamazoo Valley Intermediate School District; representatives of two community-based organizations that have not been actively involved with the ICB but have recently begun to develop ties; and the triumvirate that make up the Prime Sponsor.

Community Characteristics

Halfway between Chicago and Detroit, Kalamazoo County is centered in a market area that contains four cities, five villages, and fifteen townships encompassing 2,000 square miles and approximately 250,000 people. Although the economy is still closely linked to the auto industry, Kalamazoo has not had an unemployment rate similar to other Michigan cities of comparable size. This is somewhat related to a diversification of industries, including the fact that a pharmaceuticals corporation is one of the largest employers in the region.

According to 1978 census estimates, 56% of Kalamazoo County's total population resides in the Kalamazoo-Portage metropolitan area. This population configuration has a substantial impact on the distribution of service organizations and agencies and client population. The majority of employment and/or training organizations and agencies that service a county-wide client population are based in the Kalamazoo-Portage metropolitan region. Leadership in the ICB tends to come from this area.

County-wide geographic representation is balanced, however, when school district and township employment/training contractors are considered. Though not specifically represented as Board members, all townships in Kalamazoo County are involved as employment and/or training organizations in the planning activities.

The Census Bureau projected the 1978 population of Kalamazoo County to be 208,000. In the 1978-79 academic year, the racial distribution of children in public schools in Kalamazoo County was 13.0 percent Black, 1.3 percent Hispanic, 0.3 percent Native American, and 0.6 percent Asian with the remaining 84.8 percent being White and Other.

II. HISTORY

A representative of the Kalamazoo Prime Sponsor's office was part of the group invited by the Michigan Department of Labor to the initial ICB state conference. He said that after that meeting the Kalamazoo representatives founded a committee and simply asked who had the time and ability to respond to the RFP. The Kalamazoo Valley Intermediate School District (KVISED) responded. Several people characterized the process as

selection "by default." After the proposal was written the committee (by consensus) determined that it "was appropriate for KVISD to keep the lead."

An original ICB member, and an employee of the Kalamazoo Valley Community College, characterized the post-proposal meeting as "KVISD called the meeting and showed the willingness to direct, if that was the consensus, and everyone agreed." Most of the original planners are still with the ICB today.

Although a Prime Sponsor representative felt that the method of selecting sponsorship for the ICB was "appropriate," he also felt that the State heavily weighted the initial committee with education representatives and charged them with developing the ICB and selecting the individuals who would represent the predetermined community sectors. He saw this as circumventing the Prime Sponsor and a duplication of services.

Another person from the Prime Sponsor's office believed that the State made an assumption of a problem in Kalamazoo without being articulate on what the problem was. All three Prime Sponsor representatives expressed the belief that the State assumed that educational institutions and CETA were not working together and that the State, through the ICB Initiative, was "forcing" and "pressuring" the education and training community to work together, even though in Kalamazoo "education is playing a strong role in CETA."

The Vice-Chair of the ICB for the next fiscal year, who is from the CETA Assessment Center, felt that the Prime Sponsor was one of the most active sectors of the ICB, both in involvement behind the scenes and by its presence in the ICB meetings. He expressed a strong belief that ICB autonomy would be lost, however, if it became a CETA contractor. He thought that the bidding process for CETA contracts is "not advantageous to cooperation and is at cross-purposes to ICB collaboration."

The small business representative on the ICB felt that the ICB "should be outside of CETA, even if the funds are CETA." He believes that the ICB and the Prime Sponsor should work together, but that the ICB enhanced CETA purposes by looking "at problems before they are problems."

The ICB Executive Director sees the role of the Prime Sponsor as a representative of a very large part of the employment and training community. He candidly admits that there can not be an ICB without the Prime Sponsor, but states that the Prime "must be willing to come in as an equal partner in a cooperative effort. The Prime Sponsor is only a part of the education and employment and training community. Everybody must see himself in that way. Nobody is omnipotent." He added that the ICB is a catalyst in solving community problems, "it provides the opportunity for a reaction to take place, but can't be part of the reaction"; whereas the Prime Sponsor is and must be a part of the reaction to employment and training needs.

The Prime Sponsor, on the other hand, feels ignored by the ICB, complained that it took the ICB 18 months to find his office, and that he has never been asked for any substantive advice, input or suggestions. He feels the role of the Prime Sponsor should be "what it was intended to be--all CETA activities should come through the Prime Sponsor. If the goal is to coordinate CETA, then become a part of CETA."

The three Prime Sponsor representatives all believed that the role of the Prime Sponsor has been unclear from the beginning. They were all upset that no one made clear to them that they had veto power over whether or not there should be an ICB in Kalamazoo. All of them agreed that the ICB Director's perception of the role of the ICB in Kalamazoo was what they were questioning. They believe the Executive Director is "isolated from the total community and from what is really going on."

The Board members were selected by the institutions they represent with a mix of level of institutional representation--about half, top level representatives, and about half mid-to-upper level management personnel who are intimately familiar with issues and problems, but who also have "the ear" of the top executive. There has not been much turnover in ICB members. Ten of the 28 members are from the educational sector.

Everyone but one Board member believes that the turnover of ICB members thus far was "normal." He stated that two of the people who resigned from the ICB told him that their resignations were prompted by a belief that the ICB was "spinning its wheels." He also stated that the two resignations came because after a year of attending ICB meetings, these individuals still couldn't understand what the ICB is, or what it is trying to accomplish.

Another Board member agreed with the above characterization of level of representation but strongly believed that the ICB now needs to include the top level executives, the "movers and shakers" of Kalamazoo. Many non-educational sector representatives also voiced concern that the educational sector is over-represented.

The consensus of the Board was that incorporation is not necessary at this point. However, the question of incorporation was thought provoking for several interviewees and raised the issue that maybe they should discuss incorporation and explore whether or not having a separate identity from any single institution, and especially the education sector, would be advantageous.

However, one member saw incorporation as "a fundamental problem." As he sees it, the ICB now has no financial responsibilities, and is "almost an advisory committee, but who is it an advisor to."

It was felt that in the past the Executive Director (and by association KVISD) primarily, with the Executive Committee of the ICB, had

provided leadership, but that the leadership of the ICB was at a point of transition. Specifically, that the Executive Director in the past had suggested issues and courses of action to the Executive Committee who then discussed and decided actions. Now the Executive Committee is becoming more active and initiating policy. The Executive Director pointed out that in drafting the plan for FY '81, he and other KVISD staff interviewed each ICB member for 45 minutes, in order to base their recommendations on a broad view of community needs.

There was much agreement that in the organizational process the State and METI "took a low profile"; "had little or no development impact or influence," served "in an advisory capacity", and provided little information, training, or technical assistance. Some members did not know what the role of the State or METI was, some did not know of METI.

The Executive Director and a CETA program operator added that what the State did was good; it did not tell Kalamazoo what was needed in Kalamazoo. The ICB Initiative was termed a block grant and "terrific."

III. GOALS AND OBJECTIVES

The initial goal, established by the Executive Director and Executive Committee, was "to bring together a group of representatives of education and employment and training resources in the community, and provide a neutral forum to maintain what cooperative and collaborative activities already existed and to promote additional ones."

The Michigan Employment Security Commission representative saw the goals as sharing information between CETA and non-CETA groups, and at looking for areas of mutual involvement between these two groups.

Many people expressed the belief that the goals have changed over time in clarifying the ICB agenda and identify. A Prime Sponsor representative thought that the goals were "couched in educational terms. . . not tangible, not measurable." Another believed the ICB has come "full circle"; that the first year it focused on ICB identity and role; the second year the ICB seemed to be project-oriented; and now, the third year, the ICB is confused and looking again for its identity.

IV. PROGRAMS

Initially an attempt was made to develop collaboration through workshops and group presentations on change agents and a diffusion/simulation game. However, these were not received well because of some hostility to the use of games, and to the use of words like "actors." Some participants believed that the introduction to the techniques was not clear and therefore missed part of the audience.

The Kalamazoo ICB based its programs on the results of broad community assessments:

- the perceived level of need for collaboration
- specific employment and training needs that could be met through collaborative efforts
- linkages needed among CETA and education agencies
- sufficiency of the information exchange network among CETA and education agencies
- feasibility of providing services to CETA and education agencies

The resulting major programs have been:

- the publication of five issues of a newsletter, "Link", to inform agencies in the community of related activities of other agencies to avoid duplication and enable collaboration;
- three "Diffusion of Innovations Simulation" seminars;
- the sponsorship of a statewide conference, "Bridging the Gap Between Work and Learning", held in February 1981;
- a training seminar for worksite supervisors of CETA participants; and
- publication of a comprehensive directory of employment and training, education, and service agencies in the Kalamazoo area.

Economic development is being considered as a program area in FY '82.

Ad hoc task forces carry out these programs. This year there will be six task forces with membership from within and without the ICB. These groups will focus on:

- competency-based worksite supervision;
- academic credit award;
- employment and training newsletter;
- professional development;
- coordinated and comprehensive vocational education; and

- coordinated placement.

Non-ICB members are widely represented on these task forces to provide particular expertise and additional input from the community.

The ICB has had a staff of four; three professionals and one support staff member, to carry out these activities. However, two of the professional staff members had been funded under an ICB "B" project grant for Fiscal Years 1980 and 1981. The "B" projects included conducting the statewide conference, the compilation of the comprehensive employment and training guide, and the assessment of professional development needs.

V. SUMMARY

The Kalamazoo ICB has been an active, productive collaborator in the education, employment and training scene in the greater Kalamazoo area. For the most part it enjoys extremely cooperative relationships with a variety of institutions.

Two community-based organization representatives were contacted as part of this case study. Their prior contact with the ICB had been minimal, but these two CBOs were initiating a link with the ICB because they saw the ICB as an integral and essential part of the education, employment and training community. The representative from the local YWCA wanted to work with the ICB because she saw it as "a group that can sort out and use combined resources of the community to deal with problems. A group with a great deal of expertise and connections with a finger on the pulse and politics of the community." The other CBO representative, although already on the CETA Youth Council, sought out the ICB because he saw the potential for help through information exchange and the availability of expertise.

In Kalamazoo, the ICB has successfully conducted needed projects and services. It has established a forum for neutral discussion of education, employment and training issues by a representative cross-section of practitioners. The Kalamazoo ICB has effectively used program development and implementation to give a concrete, tangible focus to collaboration, and to the goal of improving the transition of youth and adults to the world of work.

The ICB is now facing a transition of its own, because of the termination of its "B" project monies. It will have to contract in size, both in staff and services. Coupled with serious questioning of roles from the Prime Sponsor, the ICB is facing something of an identity or, more importantly, a turf crisis.

The Kalamazoo ICB had to re-clarify its specific role in the education and employment and training community when FY'82 plans were developed. Hence, when some of the needs identified in FY'80 were accomplished in FY'81, the ICB returned to some of the initial questions regarding its role in the Kalamazoo education, employment and training community. The proposed ICB FY'82 plan specified further strengthening

the linkages between CETA and education, and added the exploration of economic development, in addition to continuing the work of the six task forces. The first two activities are so closely related to two major Prime Sponsor functions that "turfdom" surfaced as a major issue.

The major parties, the ICB Executive Director and the Prime Sponsor, have met, and will continue to meet, to discuss and clarify the roles of each organization in relationship to linkage and economic development activities. More importantly, they will try to work out methods of relating to each other's organization. However, the Kalamazoo ICB has established its own organizational entity and legitimacy in the community, and it is unlikely that those who have committed major amounts of time and efforts will allow the ICB to be subordinated.

It was clear from the ICB meeting attended that all parties involved were interested in negotiating an equitable solution and committed to maintaining harmonious, productive relationships with the prime sponsor.

CASE STUDY

OUT-WAYNE COUNTY INTERAGENCY COLLABORATIVE BODY (OWICB)

PLYMOUTH, MICHIGAN

SUMMARY OF FINDINGS

The Out-Wayne County Interagency Collaborative Body (OWICB) might be described as a deceptively simply organization operating in a politically complex environment.

The locally acclaimed successes of the OWICB can be attributed to a high level of professional commitment, political sensitivity to the proper role of an intermediary organization in a multi-jurisdictional area, and a unique history of inter-institutional relationships immediately preceding the formation of the ICB. On the other side, the general impression among local actors that Out-Wayne is a political geography where "anarchy prevails" must be balanced by the fact that the region is characterized by innumerable communications networks of interest groups, a high degree of political sophistication widely distributed across many individuals, and a widely diffused leadership structure with the capacity to act effectively on issues of relative consensus.

The great achievement of the OWICB has been its ability to create a sense of interdependence among diverse, competitive groups, to elicit consensus on specific issues as a result of this perceived interdependence, and to provide stability and continuity in complex interagency relationships (thus far largely in the public sector) beyond the intermittent project and financial interests that have brought leaders and agencies together in the past.

To date the client group for the OWICB has been the mid-management and front line staff of the public sector and non-profit community service agencies. The OWICB's thorough Directory of Employment and Training Resources in Out-Wayne County, the first of its kind in the county, established the credibility of the OWICB by filling a need that others had bemoaned but never met for many years. By focusing on technical assistance to service agency professional staff, the OWICB has created a constituency among the area's public sector "movers" but not yet among the "shakers," the top level executives, and minimally among private sector employers and labor unions.

After its first year of operation, OWICB members and staff think of their organization as a "model" ICB with a strong track record of achievements. At the same time, they recognize the total dependency of the ICB on State of Michigan funding while acknowledging that the ICB could not be supported by local agencies already hard pressed by funding limitations. Yet all agencies recognize that the limited State support of the OWICB has far greater payoff in program coordination than if the same funds were distributed to the agencies themselves or turned toward direct services.

I. INTRODUCTION/HISTORY

The Out-Wayne County ICB (OWICB) shares office and support staff with two other collaborative councils. These are the Work-Education Council of Southeastern Michigan (WECSM) and the Livonia Interagency Collaborative Body (LICB). Of the three, only WECSM is incorporated as a non-profit IRS 501 (c)(3) corporation. WECSM leases the office space and serves as fiscal agent for the two ICBs. Quite intentionally and for historical/political reasons there is substantial overlapping of memberships among the three organizations. The WECSM was organized in early 1977, the OWICB in mid 1979 and the LICB in February 1981.

WECSM and Wayne County Intermediate School District (WCISD), through its State and Federal Programs Office, assisted in organizing the ICB and identifying an appropriate fiscal agent. From the perspective of participating school districts, various advantages and disadvantages were associated with either of the organizations becoming the fiscal agent. The view of the WECSM as a "neutral" community organization not aligned with any single sector prevailed in the choice of an ICB sponsor.

However, WECSM was associated in politico-geographical terms with western Wayne County, particularly with Livonia, the Council's original home base. The compromise solution was to form an independent ICB Board of Directors consisting of the state-mandated categories (which were weighted toward education), having some overlap with the WECSM, and using the WECSM director as a paid fiscal administrator.

Initially this compromise was thought awkward; yet another coordinating group with unclear lines of control and responsibility. But within a year, most local observers were delighted with the arrangement. The WECSM as a protective "umbrella" has permitted the OWICB to mature independently; the "neutrality" of the OWICB has proven to be an asset more valuable than anyone had anticipated; the information sharing role assigned to the ICB has proven to be more sophisticated and more catalytic than had been foreseen.

The local OWICB planning effort originated informally prior to the June 1979 formal announcement of the program by the State of Michigan. This occurred in part because the WECSM and WCISD staff had been in touch

with State agency officials during the design phase for the statewide program. This lead time, and the fact that an infrastructure of collaboration-minded staff had developed in Wayne County through a number of local projects, enabled the planning staff to prepare a proposal for funding by late 1979, despite the political complexity of the Out-Wayne County area.

Funding for "Project UNITE" (Utilizing Networks Involved in Training and Employment) was approved, staff hired, and OWICB officers elected between January and March 1980. The first workshop was conducted in May 1980 and the ICB Directory of Employment and Training Resources was disseminated in November 1980.

By the end of the first 18 months, some members thought the OWICB capable of operating completely on its own. Other OWICB members preferred to continue the umbrella relationship with the WECSM. Almost all OWICB members contacted shared a view that the OWICB was the more active body and that the WECSM suffers from both program and financial weaknesses. But members differ in the views on the potential value of the WECSM to the OWICB. Some OWICB members see WECSM offering the access to private sector leadership that the OWICB itself now lacks. With proper nurturing of its members, it was argued, the WECSM could become the truly multisector, top leadership collaborative organization that the OWICB is not. Others disagreed, believing that in time (assuming continued funding) the OWICB would prove itself to be the effective catalyst for programmatic linkages between the public and private sectors.

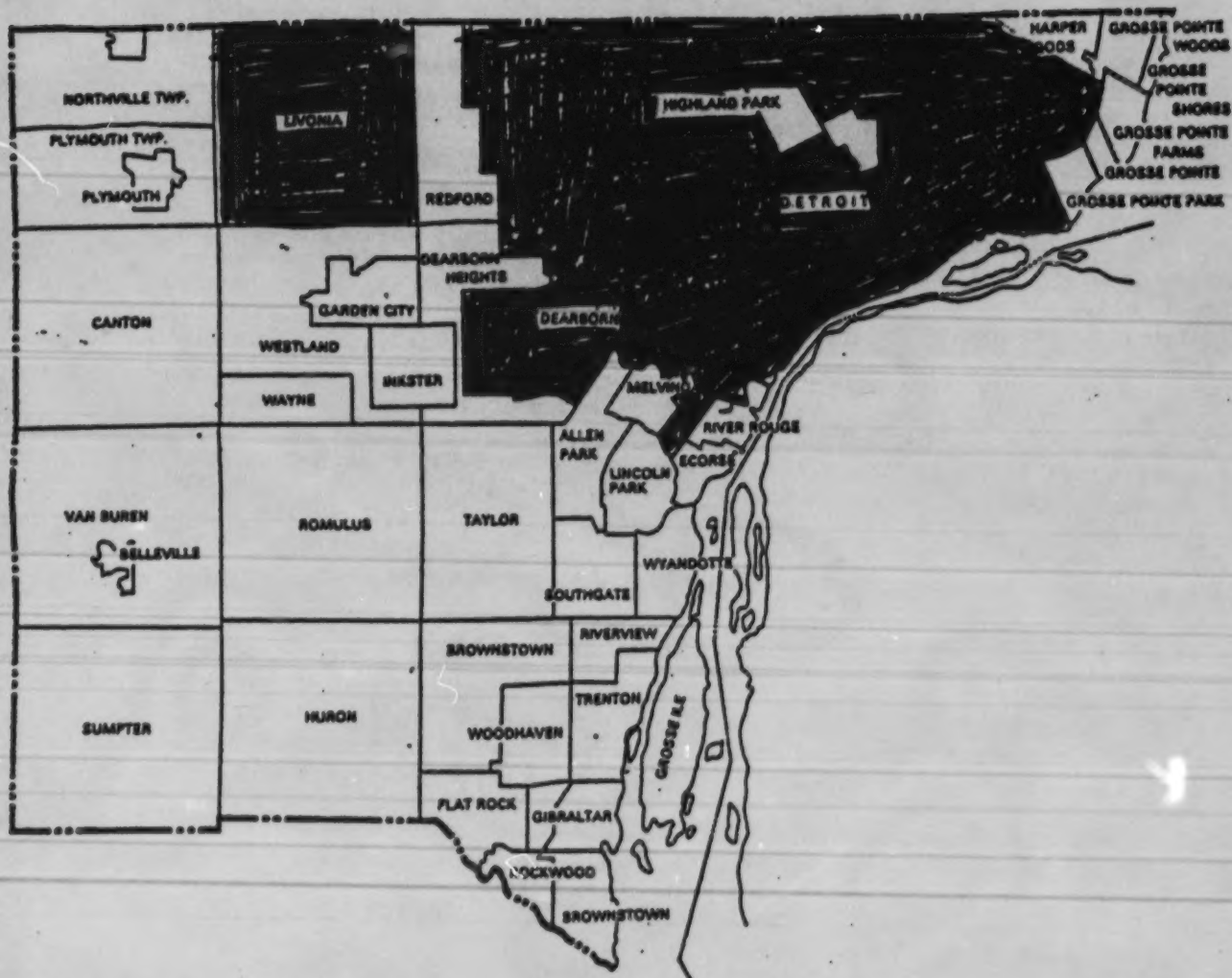
By mid-1981, however, the relationship between OWICB and WECSM was a matter only for speculation, not controversy. It was assumed that the solution would evolve gradually. In the meantime the position of the WECSM as an umbrella agency has been strengthened by the early 1981 decision of the Livonia Public Schools and CETA prime sponsor to use WECSM as fiscal agent and administrator of the Livonia ICB. This connection between the two ICBs was seen as rational, efficient, and very advantageous to county-wide ICB planning. The fact that the WECSM executive director also serves as president of the Wayne County Private Industry Council (PIC), based in Livonia, as well as administrator of the two ICBs, also reinforces the central role of the WECSM and has resulted in some programmatic linkages of potential importance during 1981-82. (See "Program Development and Implementation" section of this report.)

Area Profile

Out-Wayne County consists of 42 cities and townships and 33 school districts. (See map.) Eight of these jurisdictions are separated geographically from the bulk of the out-county communities by Detroit.

OUT-WAYNE COUNTY, MICHIGAN

Excludes the darkened cities of Detroit, Dearborn, and Livonia



which almost fills the northeastern third of the county. In contrast to Detroit's population of about 1.3 million, the largest of the out-county communities is Livonia with 103,000. Several communities have populations of less than 4,000. Unemployment rates in mid-1980 ranged from 7.5 percent in Grosse Pointe to 20.1 percent in Highland Park.

At first glance, Wayne County (including Detroit) appears to have suffered massive de-industrialization since 1970 with losses of over 31,000 manufacturing and 79,000 non-manufacturing jobs. But the Out-Wayne area is healthier; total employment there has increased throughout the decade and is expected to grow by three percent in FY '82. Manufacturing still employs more people (346,000) than services (176,000) and retail trades (143,000) combined. In effect the Out-Wayne suburbs have grown at Detroit's expense.

The OWICB serves primarily the service area of the Balance of Wayne County CETA Prime Sponsor; 427 square miles with a scattered population of 920,000. The largest cities in the service area are Westland (83,688), Taylor (76,968), and Dearborn Heights (66,923). The OWICB area's 33 public school districts enroll 467,800, and numerous private schools enroll 72,880, students. The Out-Wayne area has approximately 15 colleges and universities and over 100 licensed occupational schools.

II. COLLABORATIVE PROCESS

The leadership of the OWICB has been drawn from the entire county. The successful inclusion of "Downriver" representatives is itself a notable accomplishment, given a long history of separatism between the Downriver and western Wayne communities.

On the Board, institutional leadership is weighted heavily toward public agencies, specifically secondary education and employment services/training organizations. Participation comes from program directors, typically the second or third echelon leadership within the organizations.

The most important decisions affecting the ICB in Wayne County required individuals with a clear sense of how the diversity and competitiveness of institutional interests (and fragmentation of political authority) in Out-Wayne County could be turned to the benefit of a new, county-wide organization.

These decisions were:

- to focus the OWICB's efforts on technical assistance to mid-managers and front line staff in

public sector education, training, and other employment service agencies serving youth;

- to emphasize the information and professional skills development needs of those staff members;
- to avoid a direct involvement by the ICB in services to the clients of these agencies;
- to hire ICB staff whose entire function is to facilitate a process to encourage the joint professional activities of institutional staff.

All of these decisions were made by the ICB planning/design committee which later became the ICB Board of Directors.

Decisions by the Wayne County Intermediate School District staff and by the Director of Wayne County Employment and Training Administration (WCETA) to support this neutral, facilitative role of the ICB were instrumental in its success. Because in the past WCETA and WCISD had exercised independent strong control over programs funded through their agencies, many agencies were surprised and pleased to find in the OWICB a process for more sharing of information and, gradually, decision-making. Both WCETA and WCISD have benefited from this initial sharing of power, as, for example, in the revamping of WCETA subcontracting procedures.

Beyond the initial planning phase and subsequent implementation the ICB has used its meetings and staff involvements as informal needs assessment activities. The OWICB staff keeps close to "felt needs" through routine monitoring of the utility of and demand for OWICB publications and workshops. More significantly, their own active participation in formal and informal task forces and professional groups is designed to alert staff and OWICB Executive Board to opportunities for action by the ICB or its members. OWICB staff participation in the formation of a Job Placement Coalition was cited as an example of the OWICB's catalytic impact. Equally true is the fact that almost all of this attention to institutional needs has been focused only on the career development staff of secondary schools, CETA subcontractors, and other community-based organizations which would like to become CETA subcontractors.

By all reports, this initial emphasis was as much as could be expected, with positive results exceeding expectations. The extension during 1981-82 of the OWICB's interests to include the topic of economic development is expected to extend the OWICB's credibility into the private sector and provide similar benefits of information and contact to small

businesses. Thus by mid-1981 the role of the OWICB as a vehicle for collaboration between private sector employment and public sector service institutions remained a matter of conjecture, but with substantial evidence on the public sector side to suggest that the OWICB had developed an effective procedural style of great promise.

III. GOALS AND OBJECTIVES

The goals established by the ICB for FY '82 are essentially expansions and restatements of its previous goals.

- 1) Take a leadership role to assist in the development of local involvements by private sector with employment and training-related planning and programming.
- 2) Continue project activities that promote collaboration, communication, and information sharing and dissemination at the local level.
- 3) Coordinate and facilitate stronger interactions between the major employment and training service delivery systems.
- 4) Continue ICB project staff involvements as informational resources for service providers.
- 5) Seek methods of securing future funding for Board and project longevity, and continuation of the collaboration concept.
- 6) Strengthen the ICB as a body, and pursue ways to form stronger linkages with other committees and Boards with similar goals.

IV. PROGRAM DEVELOPMENT AND IMPLEMENTATION

The strategy developed by the OWICB Board of Directors uses improved information flow as the principal incentive for building collaborative behavior among human resource agencies. Rather than attempting to organize new service delivery projects, the OWICB Project Unite effort provides forums for communication among education and training professionals. Shared knowledge, equitable access to information, and more routine personal interaction on issues of mutual concern are intended to produce the ideas, motivation, and joint commitments necessary as

preconditions for effective collaboration. These preconditions had not previously existed to any great degree among the sub-regions and communities of Wayne County. They had not existed within (much less across) the various sectors, at least where issues of human resource development are concerned.

The communication forums developed by the OWICB are essentially three: the publication of a bimonthly newsletter and the Directory of Employment and Training Resources in Out-Wayne County, and the sponsorship of about 30 workshops per year on a wide range of education/work topics. The Directory immediately became a valued guide for human services practitioners in the area - actively used, regularly updated, and in itself an orientation to life in Out-Wayne County. Of the seminars/workshops, the most important were a series of "CETA Identification" workshops initiated at the request of the Wayne County Employment and Training Administration. Other workshops responded to the stated professional development needs of agency staffs.

Project UNITE is the staff activity of the OWICB (distinct from the volunteer membership activities in the governance and planning of OWICB activities). State of Michigan ICB Initiative funds support a part-time administrator, a full-time project director, three community linkage specialists, an information and media assistant, and one secretary. Without the Project UNITE staff, the OWICB would be entirely dependent on the in-kind efforts of board members and their organizations.

Project UNITE activities have been described accurately by OWICB summaries:

- 1) ICB Workshops and Inservice Training - About 30 workshops have been conducted, attended by over 870 persons. Topics included: proposal writing, Dictionary of Occupational Titles (DOT), employment and training programming in Wayne County, expanding career options, labor organizations, and improving office operations. The workshops have been open to all education, training, and employment "actors" free of charge. ICB staff have also assisted other groups and organizations to conduct more than ten other workshops. This sharing of resources has done much to facilitate information exchanges and strengthen the linkages between and among the staffs of the various agencies, organizations and institutions.

A series of five "CETA Identification" Workshops

were facilitated in the fall of 1980. These sessions successfully brought together CETA staff and program subcontractors in a non-threatening environment to identify the roles of each of the actors and the successful and weaker aspects of the Wayne County CETA delivery systems, as well as a series of recommendations to enhance this sometimes fragmented system. Many of the items and issues raised have been resolved or incorporated into the planning activities of Wayne County CETA and its subcontractors, thereby impacting on the process and day-to-day CETA-education-community relationships.

- 2) ICB Directory of Employment and Training Resources in Out-Wayne County - This Directory, in a looseleaf format, has been updated twice since the initial distribution in November 1980. The six major sections, broken into subsections, are: General Information; Employment and Training Programs; Educational Systems; Community Organizations and Agencies; Business and Labor Resources; and Acronyms and Terms. Each section contains names, activities, and other potential resources that are available and accessible to clients as well as service providers. Over 850 copies of this Directory have been distributed, free of charge, to the staffs of associations, educational institutions (including Vocational, Special, and Career Education and Placement components), and to others involved in employment and training activities.
- 3) ICB Newsletter - The ICB Newsletter is mailed bimonthly to over 850 individuals.
- 4) ICB Informational Clearinghouse - The Informational Clearinghouse is, in reality, the office of the project staff. Local, state and national information is collected by numerous methods and stored, to be retrieved for use on request.
- 5) ICB Business Directory - A Resource Directory for Businesses in Southeastern Michigan is scheduled for printing and distribution by August 1981. Compiled jointly by staff from Out-Wayne County

ICB and Livonia ICB, this directory will contain descriptions of a number of public resources and services available to businesses, such as types of financing available, energy audits, and employment and training resources. The Wayne County Private Industry Council (PIC) is providing financial support for the lay-out design, reproduction, and mailing of this directory to 5000 local employers.

- 6) Staff Involvements - Staff involvements, linkages and networks are considered a project activity.

The Board members of the ICB also have developed individual networking responsibilities for themselves that go beyond their direct involvement with the ICB. The OWICB Board and its staff have become an extension of networking of the participating agencies. The inclusion of an ICB Business Directory under Project UNITE marks the first attempt to extend this networking directly to private employers. The arrangement also marks the first attempt at joint funding of an OWICB project. Workshops geared to the private sector, such as in economic development, and increased information regarding public resources are also planned.

It must be noted that by restricting its role to that of information broker and communication facilitator, the OWICB has limited opportunities to provide additional leadership through advocacy, issue formulation, problem analysis, or project design. It seems certain that the OWICB would never have been organized if these functions had been proposed initially. The members themselves, however, frequently attempt to fill these roles on behalf of their own organizations.

The question, raised in one interview, is whether, having established its credentials as a facilitating agency, the OWICB can now serve a more proactive (and possibly more controversial) role as a forum for multi-sector analysis and consensus on specific issues. The alternative suggestion was that problem-solving was best managed through ad hoc and special purpose groups whose organization might be facilitated by the OWICB members and staff.

Technical Assistance (TA)

The OWICB perceives itself as a "model" and, therefore, a source of technical assistance to other communities. Indeed, visits to the OWICB, and requests for information, from other Michigan communities have reinforced this notion. The ICB benefitted from the expertise developed through the previous collaborative efforts in the area, such as by the

WECSM, CETA-LEA programs, and vocational education linkage studies. Appropriate TA was received from the Bureau of Employment and Training (BET) during the organizational phase.

News and analysis of state and national events was a positive benefit received from the formal technical assistance contractors. Items from the NIWL Bulletin were sometimes worked into the local OWICB newsletter or used informally.

While OWICB agencies sought slots at METI workshops, the general conclusion was that those workshops were only of incidental value for several reasons: the total number of slots was too few per workshop to permit coordinated training; the topics were not timed to meet the salient needs of Wayne County agencies; and the quality of training was too variable. Several persons noted a preference for workshops organized and managed locally by the OWICB. Their sense was that Wayne County is a complex area with massive needs for staff training and that the area's portion of training resources should be allocated directly to the OWICB.

The most valued source of outside assistance was the funding made available through the Michigan ICB Initiative.

V. IMPACT ON COMMUNITY

The ICB and its members through the increased information sharing and collaborative activities are addressing the eight "problem areas" identified by the Michigan Department of Labor.

As an information brokering agency, the OWICB has concentrated on removing the fact or excuse of ignorance as a barrier to the effective delivery of education, training, and employment services. Clearly the place to start was by removing that barrier from the service providers themselves. A second step will be to make employers more knowledgeable. Improving information flow to youth, adults, and the general public is not a direct OWICB activity, although it is certainly a presumed consequence of improving the expertise, information and networking available to service providers.

The task of identifying and/or training skilled workers has not been an OWICB activity, although it is of great concern to the vocational educators and Private Industry Council representatives on the OWICB. The OWICB's interest in this and the related area of job placements has been partially addressed by assisting in the formation of a coalition of public sector/CBO job placement specialists through its neutral, facilitative role.

VI. FUNDING

The State of Michigan ICB Initiative has been the sole funding source for the Out-Wayne ICB. Although diversification of funding is an OWICB goal for FY '82, there is thus far no evidence that alternative funding is feasible. Given the funding reductions affecting almost all public sector agencies, the agencies cannot be expected to support the OWICB financially in FY '83.

Rather, it is significant achievement that these organizations are willing to lend their endorsements and political support to the continuation of the State's funding for the ICB. This support represents a major reversal of the skeptical acceptance and in some instances overt opposition that initially greeted the statewide program. The Wayne County CETA director and staff of the Downriver Community Conference are explicit in their support, emphasizing a change in their perceptions of the value of the OWICB as a neutral, facilitating organization and the special importance of funding such an organization directly through "outside" funds untainted by control through one or another of the local institutions. Similarly the decision of the Livonia Public Schools and CETA Prime Sponsor to create a Livonia ICB affiliated with the OWICB speaks to the strong local support of the concept.

If OWICB member time is counted, then in-kind contributions would be of a major order. But the collaborative purposes of the ICB program make this participation a justifiable function of the agencies themselves. As the agencies contribute representatives only to the extent that they perceive benefits accruing through the ICB, these personnel costs are not contributions in the same way that materials, clerical support, or facilities would be.

Any future funding from local sources would have to come from payments for ICB services. But it is unlikely that the OWICB could maintain itself, since charging for services would certainly reduce the numbers of workshop participants. Nor would sales of the two Directories be possible in sufficient volume to justify investing the staff time needed for a quality product. In effect the values provided by the OWICB are highly respected, yet relatively intangible, to most of the beneficiaries, who are themselves operating under strict budgetary constraints.

VII. FUTURE

The organization and planning subcommittee is the OWICB's sole standing committee. Four ad hoc task forces also report to the executive

committee on: employment demand forecasting, economic development, CETA/vocational education linkages, and CETA identification workshops. The primary function of these task forces has been to oversee the design of workshops in their respective areas of concern, but an employment demand survey began in August 1981 as a direct result of the task force and interest of other Board members and local planning personnel.

The future of the OWICB is generally seen as a continuation and refinement of the present, adding a directory and workshops aimed at employers. As one observer noted, "The OWICB must find new missions or it may ossify as an organizer of predictable workshops for a small set of clients."

A number of persons interviewed already see the OWICB as an effective forum for solving pragmatic problems affecting interagency relations. OWICB staff have provided leadership by helping to focus planning and discussion on specific actions to which participants at meetings can commit themselves. In an area as large and diverse as Wayne County, it was felt, this kind of formalized group process facilitation is essential. The constructive dialog and planning related to the reorganization of CETA funded services in Out-Wayne County was seen as the most tangible example of this role.

The ICB's constituency of public sector program developers now look to the OWICB to initiate information exchange and staff development on the topic of economic development linkages to education and training. The OWICB is only starting to interact with employers. It is not yet a source of collaborative problem solving for this sector. Business and labor leaders frequently complain that educators and CETA-related agencies should "get their act together" before approaching the private sector. The OWICB may have followed a wise course in concentrating its attentions as it did during the first two years.

CASE STUDY

SAGINAW COUNTY INTERAGENCY COLLABORATIVE BODY

I. INTRODUCTION

The Saginaw County Interagency Collaborative Body (SCICB) was established to implement and maintain collaborative processes among business, organized labor, education, government agencies and community based organizations in Saginaw County.

This case study provides a picture of the operation and programs of the SCICB and identifies some of the elements which make this effort a success not only in terms of its programs but the collaborative process as well.

Community Profile

Saginaw County is located in the east central portion of Michigan's lower peninsula, with a population of approximately 227,000. About 40 percent of the county's residents are under 20 years of age and almost 25 percent are minorities.

Manufacturing has been the largest single industry in the county. Recent job losses in the automobile and metal industries, however, have resulted in growing unemployment. Retail trades, services, transportation, communications and utilities have all shown some growth in the last two years, but these have not been able to impact substantially the current unemployment rate of almost 15 percent. Educationally, the county includes thirteen school districts, a number of parochial schools, a career opportunities center, a community college and a state college.

The county served by the SCICB is large and diverse and has been affected by recent recessions in the U. S. economy as a whole. With a relatively large population of youth, a growing unemployment rate and an economic base that is problematic, Saginaw County is in need of a set of programs and policies that will both enhance the transition of youth and adults into the world of work and impact on economic development in the area. The state level ICB effort was and remains an important vehicle for approaching these problems.

II. HISTORICAL DEVELOPMENT

The ICB in Saginaw County started slowly, due in part to initial difficulties in determining the mission and purpose of the ICB effort throughout the state. In August of 1979 the ICB was formed by the Chairman of the Saginaw County Board of Commissioners. After several

local meetings and participation in two state-wide meetings, the members of the SCICB began to gain a better understanding of the intent and purpose of local ICBs. Membership of the SCICB was then expanded to eighteen. (See Attached list of the members and their organizations.) Members represent education, business, industry, organized labor, government agencies, the CETA prime sponsor, and community based organizations. All appointments to the SCICB are made by the Chairman of the Saginaw County Board of Commissioners. Since the beginning of the ICB there has been about a 30 percent turnover of members, mostly due to pressing commitments for their time or services by the organization for which they work. Much of the success of the SCICB can be attributed to active involvement of the individuals who represent the various sectors on the ICB.

The initial activities of the ICB were to develop a set of by-laws, elect a chair, and form two standing committees (evaluation and forward planning). The present chair of the SCICB, from the education sector, has served in this capacity since the beginning of the effort and his leadership style, knowledge of the community and its resources, and organizational skills have contributed much to the success of the ICB.

The Saginaw City School District was selected to serve as the ICB's fiscal agent because of its knowledge of and experience in such a role and, as one member said, "They wanted to be the fiscal agent." It continues to serve in this capacity.

The CETA Prime Sponsor has been supportive of the ICB from its inception and is represented on the Board through the County Commissioner. The Prime Sponsor's role has been low key, providing technical support when requested and helping to write planning documents. The relationship between the SCICB and the Prime Sponsor was characterized as one of "laissez faire," which seems to benefit and please both bodies.

The SCICB does not have a paid executive director. The chair of the ICB serves that role. The only paid staff of the ICB have been a part-time planner (4 months), who assisted the ICB in developing and writing its 1982 Annual Plan, and a part-time secretary whose salary is only partially paid by the ICB. All of the members of the ICB are volunteers, including the chair. As one member of the ICB noted, "it does not take a lot of money to collaborate." The ICB grants (Type A and one Type B) have been used to pay for programs and activities rather than to support the collaborative process or the ICB itself. As the chairman of the ICB said, "The role of the ICB has been to identify movers in the community and to use them to design and/or operate programs which are supported by the ICB."

In addition to the good relationships that the ICB has with the prime sponsor and the organizations the ICB members represent, the ICB has worked closely with the Chamber of Commerce and the Business Industry Council (BIC), Saginaw's PIC. The ICB has actively sought out the advice

and assistance of the Chamber and the BIC, recognizing that these two bodies represent powerful individuals in the community who must be made to feel that they are part of the process, and thus has made the relationships useful and mutually supportive. Plans are currently underway to add representatives from the BIC and Chamber of Commerce to the ICB.

During the early stages of the ICB effort, and continuing throughout the project, the Michigan Department of Labor (MDOL), particularly through the Project Director, has been very helpful. There was a feeling, however, that the initiative would have progressed more rapidly had the state provided more direction and assistance in the early conceptual and planning stages. The SCICB used the Michigan Employment and Training Institute's (METI) needs assessment technical assistance package to guide its own inventory and has found the interaction with other ICBs in the network to be very beneficial. The only assistance from the Michigan Department of Education has been a workshop on economic development which the SCICB attended.

Regarding problems of "turf," in a number of instances more than one agency or organization felt that a given program or policy area "belonged" to it. However, in a truly collaborative style, most of these turf problems have been handled to everyone's satisfaction. There are currently two areas (economic development and industry-education coordination) where the issue of turf may become a problem. In this observer's opinion, however, the chairman, along with the key individuals on the ICB, will be able to settle the issues through the spirit and operation of the collaborative process.

As stated in its brochure, the purpose of the SCICB is

to develop, maintain and strengthen collaboration between business and industry, labor, educational agencies and institutions, CETA, community based organizations, and other employment and training organizations.

In helping to create the climate necessary for this type of collaboration, the Saginaw County I.C.B. serves as:

1. a facilitator and catalyst to bring local organizations, institutions and agencies together to provide services.
2. a communication link to improve understanding and cooperation among I.C.B. members and the general public.

3. a change agent which works with local service agencies to help make them more responsive to client needs.
4. a policy making board which determines how linkage funds are to be used for maximum community benefit.

III. GOALS AND OBJECTIVES

The SCICB has four major goals that reflect the goals of the larger state ICB effort. These four goals are:

1. to identify the problems encountered in the school to work transition, and determine the causes of these problems.
2. to make recommendations that may help resolve the identified problems, and when feasible implement programs through existing organizations or agencies that address problem areas.
3. to serve as a forum and a collaborative linkage in order to foster communication and linkages among all sectors of the community responsible for school to work transition services.
4. to build public awareness and use of existing programs and resources that aid in the school to work transition.

These four broad goals have been translated into a number of specific objectives by the ICB. The Forward Planning Committee and the entire ICB have worked together in developing these program goals and the program objectives that grow out of the goals. A combination of scheduled and informal ICB meetings, committee meetings and one-on-one meetings between members was used in developing these goals and objectives. The result of these collaborative processes are the program goals for FY'82 which are listed below:

1. to provide a career exploration experience for Saginaw County youth.
2. to promote and emphasize the active involvement of business, industry, and labor in assessing, planning and developing collaborative education, employment, and training programs within Saginaw County.

3. to build cooperative and complementary relationships between the various Saginaw County organizations and agencies involved in economic development.
4. to provide training and technical assistance to local educational agencies, community based organizations and the M.E.S.C., to help them provide more effective career development services.
5. to increase the level of career development content in adult education.
6. to provide career development services which would benefit Saginaw County students and adults.
7. to continue the support of local career resource centers.
8. to encourage school/community cooperation on joint projects which enhance the school to work transition.

IV. PROGRAM DEVELOPMENT AND IMPLEMENTATION

The SCICB has adopted as one of its roles the identification of "movers" in the community who can develop and operate programs supported by the ICB. To date, the SCICB has supported or run a number of programs which were designed to meet the needs of various target groups: youth, adults, older citizens, educators, business and employers in Saginaw County. Program ideas are generated by both ICB members and service providers. Program ideas, therefore, may emerge from within or outside the ICB. In either case, the program usually is designed and implemented by a service provider rather than the ICB itself. In some cases, the service provider is represented on the ICB. This process of idea generation, planning and implementation has worked to the benefit of all parties and has resulted in an interesting mix of programs and activities. Due to limitations of space, only brief descriptions of past, current and proposed projects can be provided. Table 1 is used to list and describe these programs by fiscal year. It is obvious from the table where programs in one year are continuations or natural outgrowths of programs from earlier years. All of the programs listed except the Career Resource Centers(FY '81) are Type A funded projects.

TABLE 1: Programs Supported or Operated by the SCICB

FY '80	FY '81	FY '82 (Planned)
<u>Trade Readjustment Workshop:</u> Attended by several hundred individuals and thirteen education, employment and training agencies. Information presented on 1) programs available to laid off auto workers, 2) opportunities in other occupations and 3) registering and enrolling in education or training programs.		
<u>Health Services Study:</u> Identified current and future demands for health services personnel in the region. Developed better information for students and education and training agencies' staff.	Study completed, report prepared, information chart developed and three health career workshops held.	
<u>Needs Assessment:</u> Conducted a survey of in-service needs of SCICB members.	<u>Older Workers Workshop:</u> Designed to inform public agencies about employment services for older workers.	
61	<u>Apprenticeship In-Service Program:</u> Week-long program to expose teachers and counselors to available apprenticeship activities (Saginaw Steering Gear).	
	<u>County-wide Career Development Program:</u> With the Saginaw Community Education Association implementing a program to improve access to career information and career development resources.	Conduct workshops, provide consultation and information to improve career development services in the county.

FY '80	FY '81	FY '82 (Planned)
	<u>Career Resource Centers:</u> Development of eighteen resource centers, located primarily in community based organizations and schools throughout the county, to provide accurate, up-to-date career information to youth and adults. Over 5,000 users in 1980-81. Advertising program also developed for the project. Some training of center staffs provided.	Maintain the centers, provide up-to-date resources, and identify adaptations needed to meet the needs of additional target groups.
	<u>Mini-Grants Program:</u> Provide resources for classroom teachers to develop and implement ideas for programs that enhance school to work transitions for students. Examples may include: a course in life role planning and planning for multiple adult roles; development of a curriculum on use of calculators and computers in business; and a field experience program for high school students in child care and child development.	Continue the program and disseminate information on earlier grants.
	<u>Job Shadow Program:</u> Pilot project for a one-day visit to a work setting for students in the county to explore an occupation. Involves some career exploration and interest assessment.	Refine and modify program and expand the program from a pilot project to an integral program in the curriculum.
	<u>Economic Development Program:</u> Planning and development of a joint workshop with the Business-Industry Council.	Provide assistance in planning a long range economic development program. Develop a better understanding of the issues and devise an action plan for future activities.

FY '80	FY '81	FY '82 (Planned)
		<u>Career Education Infusion:</u> Assist community agency personnel in incorporating career education into adult curriculum. Conduct in-service sessions, provide resources and publicize programs.
		<u>Business-Education Coordination:</u> Informally assess needs of local business for education and training, identify education and training resources in the community and provide linkage services between industry and education/training institutions.

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Most of the programs described in Table 1 have been initiated or carried out by more than one organization or agency. The collaborative approach successfully used by the SCICB carries over to the programs which it operates and supports. The following chart clearly confirms this observation.

SCICB Programs and Program Operators

<u>Program</u>	<u>Operator</u>
Mini-Grants	SCICB, Saginaw Intermediate School District, and local school districts
Job Shadow	Student Placement Service, Chamber of Commerce, local employers, and school districts
Health Services	East Central Michigan Health Systems Agency, local colleges, CETA, CBO's, local schools.
Business-Education Coordination	SCICB, local business, Chamber of Commerce, City School District, career opportunities center, local colleges
Economic Development	SCICB, BIC, Chamber of Commerce, City School District, local colleges, local employers.

The cooperation and collaboration among the various sectors, organizations and agencies involved in developing and delivering these programs is clear. The SCICB has effectively used the vast resources in the community to identify and implement a set of programs which respond to many of the needs of the Saginaw community.

V. COLLABORATIVE PROCESS

"The SCICB works together to meet the needs of the community." This statement, in different forms, was heard repeatedly during the interviews for the case study. The Saginaw County ICB uses a number of techniques to encourage the development and maintenance of collaborative processes to facilitate the school to work and work to school transition. The ICB itself meets at least monthly. At these meetings, representatives from the various sectors work cooperatively to identify needs, develop programs and services, and carry out the other functions of the ICB. The

meetings are open forums for ideas and tend to be informal with the chairman bringing all parties into the discussions. As mentioned previously, in addition to these monthly meetings, the ICB has two standing committees. These committees, each of which is composed of representatives of the different sectors, are responsible for forward planning and for evaluation. The committees meet regularly and provide opportunities for representatives to work together on a set of issues.

Ad hoc committees tend to include representatives from organizations that may be impacted by the issues being addressed. For example, the ad hoc committee that was formed to help develop the job shadow program consisted of ICB representatives from business, organized labor, the county Board of Commissioners, the community education association and the intermediate school district, as well as representatives from the Chamber of Commerce and student placement services.

The SCICB also uses one-on-one and small group meetings to support the collaborative process. These meetings are informal and tend to occur either in response to specific issues or extemporaneously. These types of meetings support the larger ICB efforts and improve the communications among members.

While formal meetings provide opportunities for collaboration, the less formal approaches used in Saginaw provide some clues as to why collaboration works. The SCICB may be unique in one very important aspect; most of the ICB representatives have worked together in the past. As one person put it, "The ICB has helped formalize linkages which were informal before." Another individual added that "Prior experience with one another helps in the operation of the ICB." These established relationships among individuals who serve as representatives on the ICB have been developed over a number of years and are key to making the present collaboration work. The individual personalities, strengths, weaknesses, biases, and idiosyncracies which often get in the way of effective working relations are known by most of the ICB members. In addition, the ICB members are aware of the philosophies and directions of the organizations and agencies which members represent. As the representative of a community based organization stated, "My organization has things to offer and at the same time needs what others have."

This personal relationship between some members of the SCICB has, however, caused a problem in terms of some of the ICB members who are new or not part of this inner circle. In the case of most new members (replacements) there has usually been an ongoing relationship with at least one of the current members of the ICB. This prior relationship serves as an entree for the new member, who usually becomes accepted quickly into the collaborative process. For others, particularly the representatives from organized labor, acceptance, and therefore full participation, has been more of a problem. Because these individuals are not well known by other ICB members, the communication that is critical to

successful collaboration has not occurred. As a result, organized labor has not played as active a role as other sectors on the ICB. While the role of organized labor may be problematic because of the informal linkages between other members, it is these informal linkages that make the ICB effort in Saginaw successful, both programmatically and in terms of collaborative processes.

VI. RESOURCES

The single most important resource available to the SCICB is people. The members of the ICB, the service providers in the community, and individuals from other organizations and agencies in Saginaw represent significant resources for the ICB. The majority not only give their time and their ideas, but also offer the services of their organizations and agencies to help meet the goals of the ICB for the Saginaw community.

The in-kind contribution in terms of people's time, meeting space, office space and other services is approximately equal to twice the amount of the grant, or about \$125,000. Actual funding for the SCICB was \$60,000 in FY '80, \$74,350 in FY'81 and is planned at \$63,245 for FY '82. Support from the prime sponsor, the private sector, and education has to date all been in-kind. These in-kind resources have played at least as significant a role in the SCICB's efforts as the grants from MDOL. Without the time, services and space contributed by the various sectors the impact of the financial resources (through the grants) would be greatly reduced.

VII. PERSPECTIVES ON SUCCESS OF THE ICB

In terms of both programs and processes the SCICB must be considered a success. ICB members have worked together to (1) identify needs of the community, (2) generate ideas to meet these needs, (3) plan programs and (4) support the implementation and operation of a number of programs. A number of factors are operating in Saginaw which may explain the success of this effort. First, the members of the ICB are all dedicated individuals who are concerned with their community and its members. They are very knowledgeable about the community and service programs and are skilled in dealing with these programs and with people. The chairman must be singled out here, because his leadership style and dedication have contributed greatly to the success of the ICB program in Saginaw. Second, the prior experience with one another seems to be critical. The personal and previous working relationships provided a set of informal links that have been solidified through the ICB program. Finally, the organizations and agencies in the Saginaw community (both those on the ICB and others) are dedicated to the goals of the ICB. They have been trying to work on their own and together to solve the economic and related problems of the community and its citizens. As one individual put it, "We are trying to do things together with existing resources to solve our community's problems." The three main elements of this

statement -- doing things together, with existing resources, to solve community problems -- are what collaboration is all about and it is working in Saginaw.

Members of
SAGINAW COUNTY

INTERAGENCY COLLABORATIVE BODY (ICB)

<u>NAME</u>	<u>REPRESENTING</u>
Hal Arman	Delta College
Dennis Brieske/ Judy Shea	CETA Prime Sponsor
Terry Burge	Department of Vocational Rehabilitation
William Cotton	MESC
Marie Davis	Saginaw County Board of Commissioners
Joyce Davis	Career Information Resource Program Saginaw Intermediate School District
Fred Ford	OIC (Community Based Organization)
Larry Gariglio	Area Superintendent Association
Robert Leffingwell	Wickes Engineered Materials, National Alliance of Business
Steve Lutenski	Career Development Project Saginaw Valley Community Education Association
John A. Moton	Buena Vista School
Jack Parr	Averill Career Opportunities Center
Timothy E. Schaefer	Labor UAW-CAP
John Schmude Chairman	CEPD Voc. Tech. Specialist Saginaw Intermediate School District
Donald Scott	Saginaw City School Adult & Continuing Education (BIC Liaison)
James Slick	Swan Valley H.S./Adult & Continuing Education
Jerold Wessely	Carrollton Schools
Robert Worley	Saginaw County Board of Commissioners

CASE STUDY

REGION 9 INTERAGENCY COLLABORATIVE BODY

I. INTRODUCTION

Region 9 includes the eight counties in rural northeast Michigan which constitute the CETA Northeast Michigan Manpower Consortium (NEMMC). Monthly ICB meetings are held in Atlanta in the center of the area, so that about 100 miles round trip is the maximum number of miles involved for any Board member. The ICB Director is housed in the Consortium offices in Onaway about 26 miles north of Atlanta.

Contrary to the general belief of some at the State level and elsewhere, as exemplified by Region 9 there are not well established networks in rural areas among educators (except on a very narrow basis as among school superintendents) nor among employment and training practitioners, and no networks to link the two. This ICB has provided, for the first time, an opportunity to bring together not only persons from various sectors with mutual concerns, but also persons within those sectors, such as from the different levels of education.

The case study of the ICB in Region 9 involved discussions with the CETA Consortium Director, Private Industry Council (PIC) Coordinator, CETA Education Coordinator who also serves half time as ICB Director, and ICB Board members who are educators from two Intermediate School Districts (ISDs), a staff member of Michigan Employment Securities Commission (MESC), and the Director of a Community Action Agency.



X=Onaway, O= Atlanta

Community Characteristics

The area has a population of approximately 120,000 people, a labor force of about 50,000 and an unemployment rate of approximately 20 percent. Each year about half of the 2,500 students graduated from the area high schools seek employment within the region. Ninety percent of employers in the area employ less than 200 people each; only two percent employ over 100 workers. Prator and Gamble, producing paper products, and U. S. Steel, manufacturing calcite, are the largest. Wood products is the largest industry. An inland waterway linking several smaller lakes and the long shoreline of Lake Huron are attracting tourists, but the season is short. "At this point in time, there are not enough opportunities in the area for people needing work." Graduating students in past years were placed downstate where "We always had more job opportunities than kids. The kids from here were different - more conscientious."

Region 9 does not have a four year college within its borders. It is served by three community colleges: Alpena Community College which is in the Region, and Kirtland and North Central Michigan College both of which are outside the Region, but whose service areas extend into Region 9.

II. HISTORY OF ICB

Prior to the creation of the ICB in 1980, all CETA youth programs had been subcontracted to the Alpena-Montgomery-Alcona Intermediate School District (AMA-ISD). The AMA-ISD, in turn, subcontracted some programs to the other two ISDs in the eight county areas. The ISDs were not among the original invitees to the initial ICB statewide planning conference, but were added later at the insistence of the Director of the Prime Sponsor Consortium in Region 9. After the conference the Prime Sponsor staff arranged with the AMA-ISD to prepare a grant application jointly. The proposed objectives reflected the needs perceived by the three ISDs in the area.

It was decided that the AMA-ISD would serve as fiscal agent. The role of a fiscal agent, however, seems not to have been clearly defined or understood by the parties involved. The ICB Board, which was jointly appointed by the Prime Sponsor and the AMA-ISD, perceived its function mainly as advisory, and the ISD assumed leadership based on its control of the funds. The local school districts were not consulted and resented not being kept informed. Adequate communication between the AMA-ISD and the Prime Sponsor also broke down.

After eight months a decision was made by the Board to reorganize,

obtain a paid Director, and make the Prime Sponsor the fiscal agent. "We're using CETA dollars, why not run the program through the Prime Sponsor", was the attitude. A person was hired in October 1980 to serve half-time as the ICB Director to be paid by the ICB, and half-time as the CETA Education Coordinator for youth programs paid by the consortium.* He is being extremely careful to involve the Board in planning and to obtain a consensus of the reconstituted Board before taking action. The new Board consolidated members from each sector. There are now fewer representatives from each school level; previously there had been as many as three representatives from one school and the Board was heavily weighted toward educators. The present Board has, in addition to education, representatives from the PIC, the private sector, labor, and a community based organization (list attached).

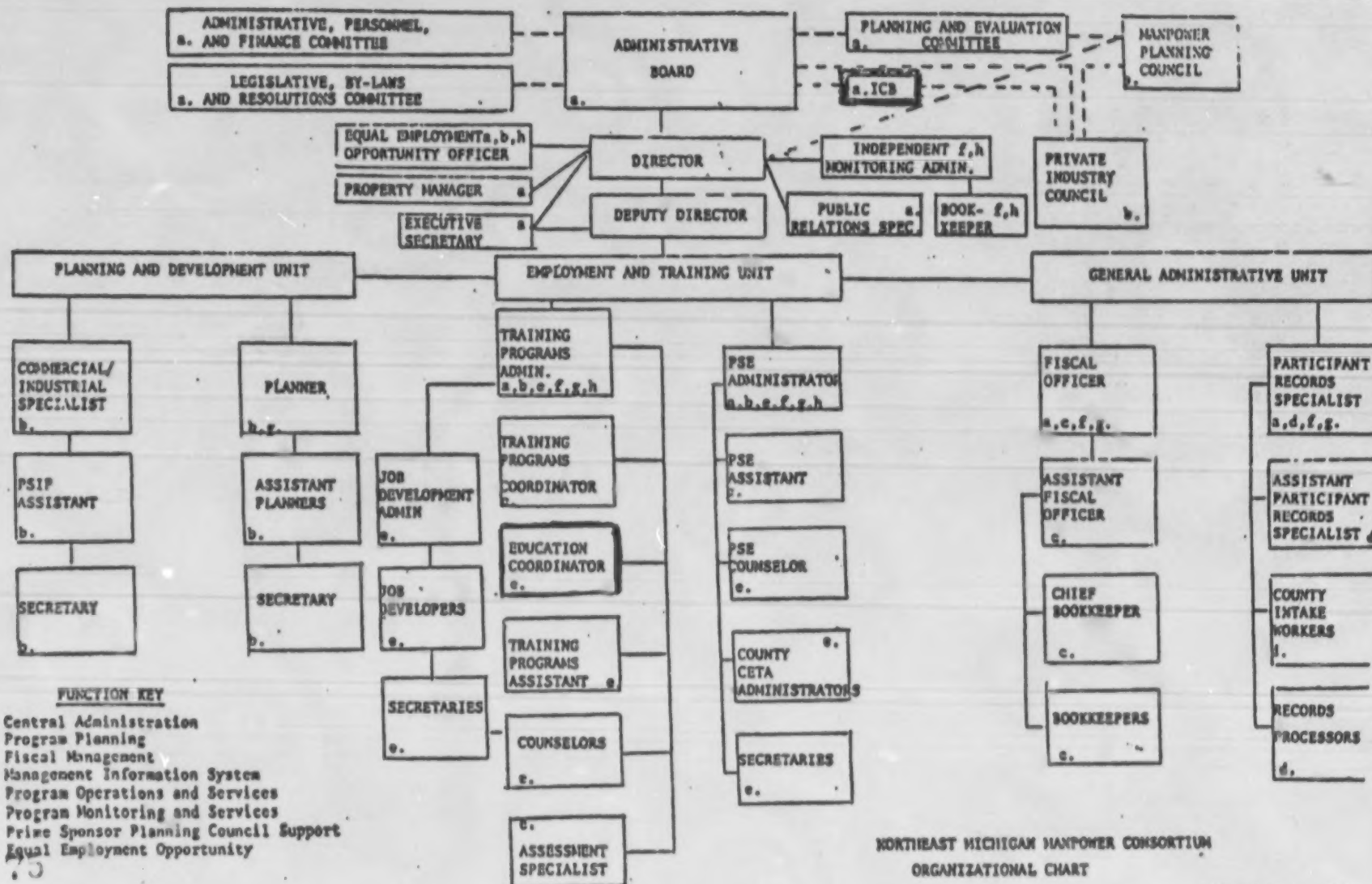
When the Director was hired in October, no plan had been developed for FY'81. With a committee from the ICB, the Coordinator formulated a plan which was submitted to, and approved by, Lansing in December of 1980. A formal contract, however, was not signed until April 1981, nor were any funds provided. An informal agreement was reached to pay the Coordinator's half-time salary during this period, but no program costs. During this period, planning did take place for the principal components of the plan: an employer survey, the development of career profiles for high school students, and research on the granting of academic credit for work experience.

III. COLLABORATIVE PROCESS

The present members of the ICB hold positions of responsibility; e.g., school superintendents who are curriculum deciders. "We need people who can speak for their organizations and have ideas." Knowing the history of the ICB, the present Coordinator said, "I don't do anything without the approval of the Board." The group is developing a cohesiveness and sense of mutual interests and considers it desirable to retain the present membership, with perhaps a few additions later from Economic (or Industrial) Development Committees, or more social service agencies. The Director feels it is important to keep the group small to allow "consensus around the table." Many educators pass on information through membership on other committees.

There is also overlapping membership with the PIC. The PIC Coordinator sits on the ICB. An ICB member from an ISD, who represents the ICB on the PIC, feels that he brings a much broader perspective to the PIC than that of an educator because of his ICB membership. He sees the role of the ICB as enhancing communication between education and the business world.

*See NEMMC Organizational Chart



NORTHEAST MICHIGAN MANPOWER CONSORTIUM
ORGANIZATIONAL CHART

November 1, 1980

6

Membership, Region 9 ICB, 1981

- | | |
|---|--|
| 1. Coordinator | Jerry Albert |
| 2. MESC | Vernon Crowe |
| 3. Business and Industry | Joe Cercone, Private Industry Council
U. S. Steel, Supervisor of Personnel |
| 4. K-12 School Districts | Terry Meeder
Ruth Howard
Tom Makela |
| 5. Prime Sponsor | Bob Quadrozzi, PIC Coordinator |
| 6. Community Based Organizations | Carol Shafto, NEMSCA |
| 7. Career, Education and Planning Districts | Ed Ferguson |
| 8. Community Colleges | Steven B. Perry, Kirtland Community
Chuck Wiesen, Alpena Community |
| 9. Four Year College | Cy Smith, Saginaw Valley State |
| 10. Skill Centers | Larry Mann, Alpena Public Schools
Ron Nagy, COOR-ISD |
| 11. Organized Labor | Larry LaCross, AFL-CIO Lead Program |
| 12. Intermediate School Districts | Tom Baker, Alpena-Montgomery-Alcona
Jim Mick, Cheboygan-Otsego-Presque
George Johnson, Crawford-Oscoda-Ogema-Roscommon |

The prime sponsor sees the ICB as linking CETA and the schools. The ICB serves as an educational advisory group to the Consortium, and provides information about CETA to the school system. He feels the ICB is necessary to maintain a network among educators at different levels in the system.

The representative from a community based organization stated that her participation on the ICB has broadened her access to many more community resources through her ability to call other members on the phone, discuss problems on a 'first name' basis, and be referred to their networks for assistance if appropriate.

IV. PROGRAM DEVELOPMENT AND IMPLEMENTATION

Program development to carry out the ICB objectives was not well coordinated until the reorganization of the Board in late 1980 and the hiring of a Coordinator.

The research on granting of academic credit and planning of programs took place between November, 1980 and April, 1981, which included not only ICB Board members, but other community persons and local elected officials. No program implementation took place until the funds were received in April.

The delay in FY'81 funding caused the ICB to reallocate some monies which could not be spent to carry out the original goals. \$26,000 of the unspent \$36,000 was reappropriated to several short term projects and \$80 and 80 and 4,000 was returned to the State.

The short term projects included:

- o Youth Employment Clearing House for summer jobs,
- o an effort to improve the scheduling and expand the use of vocational education programs and facilities,
- o a follow-up study of dropouts from summer youth employment,
- o a "full service placement" program in one ISD for students from junior high school on,
- o a thirty-day in-service training for high school counselors,
- o development of an On-The-Job-Training (OJT) program for CETA eligible seniors in one ISD,
- o a "search for potential" to identify capable low income students in 5th and 6th grades and to provide assistance necessary for them to pursue career possibilities.

The major focus of activity since April has been on the implementation of the Employer Survey which served to inform employers about the ICB as well as to collect information. A consultant was hired from Michigan State to assist in the development of the questionnaire, to select the sample, tabulate and help analyze the results, and train the interviewers to conduct the survey. Members of the Board, particularly the private sector and PIC representative, were very involved in the development of the content and design of the survey questionnaire. Four persons were hired as interviewers, and five CETA job developers were also trained to be alternates if needed. The job developers also helped to develop lists of employers to be sampled. Training, originally scheduled for two days, was extended to a week to allow practice interviews and follow-up discussion. Introductory letters to employers in the sample were sent by a local Chamber of Commerce or PIC.

The completed questionnaires were reviewed by the ICB Coordinator and forwarded to the consultant for tabulation. Preliminary results are expected by mid-September. The results will be shared with employers, the PIC, NEMMC, schools and others, and will be the basis for specific programs to meet needs identified for education and training. An RFP process is being developed for selecting program operators. The ICB will facilitate linkages between business and vocational training at the secondary and post secondary levels.

Secondary school vocational education in the area is seen as inflexible and not realistic about relevant training for the jobs in the area, because of teacher tenure and investment in outdated equipment. There is limited demand now for some of the skills being taught. The Community Colleges are much more responsive to setting up short term specialized courses, as Gaylord Community College did for tool and die makers. It is hoped the results of the employer survey will be a basis for training which will enable local youth to stay in the area. "There is a fanatical resistance by people in the area to leave and go where the jobs are." The PIC Coordinator feels that the employer survey being conducted by the ICB is much needed and would not have been possible without the ICB.

A survey of students in the junior and senior years is also planned as to their aspirations and mobility, to be integrated with the employer survey and used by school and CETA counselors.

Another program planned for FY'81, but delayed, will be implemented in FY'82 - the installation of a Michigan Occupational Information System (MOIS) portable terminal and printer in an ISD. The microfiche currently used requires more time for effective use than is available during school hours.

The ICB also serves as a clearinghouse for CETA youth programs in the area, all of which had previously been contracted out to schools through one ISD. The PIC also consults with the ICB before approving any program involving education for youth.

Some technical assistance may be necessary if activities are expanded to relate more closely to economic development efforts in the area.

V. THE FUTURE

FY'82 should provide a contrast to the "run, stumble, fall" first year of ICB operation in Region 9. How effectively the ICB can develop programs to meet the needs identified by the employer survey will determine the support possible from various community sectors. To date, many, particularly from education, have provided in-kind support through devoting many hours and much expertise to such efforts as the analysis of academic credit and the development of student career profiles. Except for the contacts provided by the employer survey, little effort has been expended so far to increase visibility and support for the ICB.

Funding from the State is necessary to enable many of the programs to be carried out. The funding for programs not otherwise possible before was "the glue that held the members together" the first year, according to the prime sponsor. He is now so convinced of the value of the collaborative efforts of the ICB members in improving the quality of the programs that, if outside funding should cease, he will make every effort to find funds to continue to support the ICB Director part time.

CASE STUDY

THE WESTERN UPPER PENINSULA (U.P.) INTERAGENCY COLLABORATIVE BODY

I. INTRODUCTION

The Upper Peninsula ICB was formed in 1979 in response to a mandate from the Michigan Department of Labor. The unique character of the U.P. is reflected in the process and the content of the ICB activities. The fascinating history of this copper country and the mass immigration of Finns to the region give the Western U.P. a distinctive personality. A commitment to their way of life and a sense of responsibility for the quality of life create a strong background for the decisions and the activities of the people. Where federal and state government directives are concerned, the response is independent and creative. Pragmatic and conservative approaches to money are the rule. Money is considered to be one of many tools that can be used to solve problems, not an end in itself. More money does not necessarily solve more problems in the U.P. As one educational practitioner said, "I am a frugal man - I don't waste anybody's money."

NIWL staff spent two days in Hancock and Ironwood, Michigan. Meetings were held with key actors from the ICB as well as area school personnel who had actually carried out projects funded by the ICB mini-grant program. A written document provided a detailed history of the ICB; however the process by which the people successfully brought about change at the community level, through collaboration, emerged through the discovery of the style and commitment of the people themselves.

Community Profile

The western upper peninsula of Michigan consists of five counties with a population of 91,300. The area's labor market performed relatively well in 1980 compared to the rest of the state. There is, however, a constant tie to the Michigan economy through auto industry-related manufacturing. Unemployment rose to 10% in 1980; 31% of U.P. jobs are government jobs with copper mining, tourism, a new ship building company and related jobs supplying most of the employment.

The white ethnic population of Finnish descent predominates with very few minorities. The climate is very severe in the winter, and winter sports are central to family life in this rural environment.

There are 18 public secondary high school districts, one private high school, two public post-secondary institutions and one private post-secondary junior college, Suomi (which means Finland), with strong ties to the Lutheran Church but with open admissions. Public school enrollment is approximately 17,000 students in K-12. The Voc-ed delivery system is eclectic. There are no formal voc-ed centers. Vocational skill training is delivered wherever possible on-site or in temporary settings.

Several community characteristics become evident to the visitor:

- pride in an old rural heritage
- frustration at the isolation from the mainstream of information and communication statewide, and
- determination to create and maintain a high educational and social standard.

The organization of the U.P. ICB was seen as a vehicle to lessen some of the frustration, and support the determination.

II. HISTORICAL DEVELOPMENT

Strong personalities, unique styles and already existing relationships helped to begin efficiently the life of the ICB. Notification by the State of the ICB Initiative to the U.P. CETA Manpower Consortium was quickly passed on to the Intermediate School District liaisons in two areas, Copper Country and Gogebic. While there were several pre-existing councils and committees (and a reluctance to form another), the funding and autonomy attached to the ICB mandate gave new energy to the organizing effort. A list of potential members was made up including all levels of education, as well as other required agency representation. Efforts were made to provide broad geographical and agency coverage. Sex, age, and handicap representation was not a consideration as it was felt that the nature of the members combined a professional sensitivity and training in these areas. The first planning meeting was held in August of 1979 in a town central to the five counties. Membership consisted of representatives of the following sectors:

K-12 Districts (supervisor/principal)	(1)
Consortium administration	(1)
Intermediate School Districts	(3)
Higher Education	(1)
Adult High School	(1)
Business (PIC chairman)	(1)
Labor (AFSCME)	(1)
M.E.S.C.	(1)
Department of Social Services	(1)
Manpower Planning Council	(1)

The Western U.P. Manpower Consortium was designated as the fiscal agent because of ease of transmittal, and the representative from the Copper Country ISD was elected chairman.

There has never been a paid executive director and all support services are donated as in-kind contributions by members and their agencies. Members spend an average of two days per month on meetings, with the key people spending as much as one week a month during planning and assessment periods. (The ICB is planning to hire two workers to implement the FY'82 project discussed later.) The sum of \$5000 was allocated for administrative expenses. The early and steadfast intent of the first two years of the ICB's life was to pass funds directly to local agencies for direct problem-solving activities. All fiscal, programmatic and administrative activities are enacted by majority vote of those present at ICB Board meetings.

There has been one consistent sub-group in the ICB, the planning group consisting of four members: the Manpower Consortium member, the chairman and two others. This sub-group meets between general ICB meetings and remains in close touch by telephone and through other professional networking activities.

The group decided at its organizational meeting to address the needs of the employers as determined by a recent survey administered by the Private Industry Council (PIC) of the Western U.P. Manpower Consortium (see Table 1). The agencies represented in the PIC parallel many of those in the ICB, and the overlapping membership is perceived as broadening the perspectives brought to the ICB.

III. GOALS AND OBJECTIVES

The goal chosen for 1980 was to provide a career centered education curriculum for all students prior to their receiving a high school diploma. Students' needs related to obtaining and maintaining employment after graduation, and the needs of area employers concerning hiring job-ready youth, were not being met. More specifically, the following objectives were adopted:

- "1. Given the assessed needs of business and industry, classroom instruction will be provided to all participating students in job seeking entry level skills.
2. Given necessary resources, participating educational agencies will assess and evaluate existing curriculum and modify when necessary so as to address careers, life roles, and becoming a worker.

TABLE 1

SUMMARY OF SURVEY RESULTS

1. 57% of employers hire persons directly
43% of employers utilized MESC in hiring
 2. 47% of total employees were hired directly
53% of employees were hired through MESC
 3. The most prevalent direct-hiring technique involved walk-ins into the building. The second most common method was referral by other employees. Newspaper want ads were a distant third.
 4. Employers felt that government programming serving adults should concentrate on the following items (in order of importance):
 - a. On-the-Job Training 73.1%
 - b. Basic literacy (reading, math, writing). 53.8%
 - c. General orientation, counseling in work discipline, attendance, personal appearance 46.2%
 - d. Classroom skills training 30.7%
- Employers felt that youth programming should concentrate on the following activities:
- a. On-the-Job-Training 69.2%
 - b. Basic Literacy 61.5%
 - c. General work ethic 57.7%
 - d. Skills training 57.7%

3. Given consultant services, participating educational agencies will evaluate and modify their curriculum as it relates to the established Michigan model of career life roles.
4. Given the resources and locally developed curriculum materials, all students will be instructed in post high school employment, training, and service agencies.
5. Given assessment and testing on potential CETA eligible participants, participating educational and training agencies will document vocational interest, aptitude, and abilities for the development of employability plans.
6. Given technical assistance, participating educational agencies will analyze appropriate alternatives in educational approaches and implement procedures to eliminate or reduce educational barriers in employment and training activities.
7. Given community and existing resources, educational agencies will utilize their services in the educational process - e.g., advisory, vocational training."

To accomplish the goal and objectives, the ICB considered a number of approaches and decided that locally developed projects to meet the local needs should be pursued through a Request for Proposal (RFP) process. It was felt that the "ownership" created through locally planned projects would help to insure a commitment for continued implementation after external funding ended. Eight projects were funded through mini-grants the first year.

The following year a similar RFP process resulted in six programs being funded. By planning time for FY'82, the ICB decided its original goal of providing career education in the schools was being accomplished and that emphasis should be shifted to serving the needs of a specific group - current and potential dropouts.

IV. COLLABORATIVE PROCESS

Because of the rural nature of the area the leadership pool is stable and its members well known to one another. However, the critical effect of the ICB on the members was the discovery of what other agencies were actually doing, what agency personnel wanted and needed, and then using the ICB as a vehicle to get those things done.

The somewhat universal problem of "turf" among different sectors of a community has been absent from the three year history of this ICB. Some members say turf is not a problem because they all share common turf.

One reason given for the absence of political or professional competition was the style of the fiscal agent, the original energy source for the ICB. The lack of "turfdom" was reflected in the leadership and authority lines in the ICB mini-grant projects. There was a constant blurring of formal lines of authority, though never a neglect of protocol. The goal was always to create a solution that would help through the most efficient use of people and dollars.

The U.P. ICB has a unique and perhaps irreverent characteristic: it is successful without visibility. To many local practitioners actually using, and benefiting from, the ICB grant money, ICB is just another acronym mysteriously lost among lists of federal and state acronyms. Tolerance for invisibility is very high among members of the ICB, as long as they see that ICB seed grants continue to improve the problem solving capability at the local level. Careful protocol, some felt, might create barriers to invisibility. As information now passes through the system, the source is lost.

The ICB chairman insists that collaboration is not a new concept in the U.P. The innovative components in the ICB are the direction of the collaboration and the dollar support, the opportunity for members to work together generally as educators, service providers, businesses, and labor, without CETA restrictions, to support local initiatives to help practitioners to help kids who are frustrated make a better transition from school to work. "Personally," the chairman noted, "ICB has enriched and upgraded my professional resource bank, which leads to more efficient results." Other channels such as YETP, or programs administered by the Career Education Planning District (CEPD) are restrictive as to age range or program area. The ICB looked like a chance for education to benefit through some basic curriculum changes that would continue to have an impact long after the ICB funding had moved on.

Collaboration in the U.P. has been intensified both vertically and horizontally. As one Local Education Agency (LEA) principal said in reference to the ICB Bidders' Conference, "I was impressed with the fact that there were so many people from so many agencies." (He agreed that his school's "Broadening Horizons" program, has in fact broadened his own horizons.) The leadership pool in the various sectors, as has been described already, had worked together toward a common goal; but the ICB has allowed the energy to penetrate to the middle management level and on to the practitioners where the basic change in activities takes place. There is a general agreement on client needs, a serious commitment to the principle of grass roots "ownership." Local autonomy is the key to productivity, say the ICB members, and local solutions mean acceptance of the product by staff, parents and youth. Money alone is not seen as a problem solver, but as a needed tool. A more important tool, however is the rationale or justification for a planned program. Few committees or councils in the area have had funds to address problems. The ICB

"package" was a catalyst for change because it gave new direction to collaboration, broadened and deepened linkages, while also providing funds that could be put to work at the grass roots level.

ICB key members spend a great deal of their time in meetings. They each wear many hats representing local, county, and state level agencies. However, within the ICB there is, reportedly, a qualitative difference of interaction. Members are impressed with the way people want to "let their hair down"; how open and informal the discussion is; how productive the meetings are. A self styled "old hand" admitted that it was "exciting to work in this committee." He went on to describe the ICB as a group with no strangers, no threats and no power struggles. The ICB is successful because it has a mission, it has money and it has the leadership of people who know.

V. PROGRAM DEVELOPMENT AND IMPLEMENTATION

The long range plan of the ICB involves a final linkage of disadvantaged youth to private sector job slots. However, since the LEAs in the past had not been linked to work-education notions, it was felt that this was the place to begin. The FY'79-'81 plan was structured around a mini-grant system which produced eight ('79-'80) and six ('80-'81) local initiatives which were monitored and evaluated by ICB members. These programs (see Table 2), funded in response to the ICB RFP, eventually touched 60% of the schools in the area and beyond, and each program practitioner had a formal process for linkages to his/her peer group within the region.

The planning for FY'82 brought a direction change to ICB activities as they moved close to their long range goal. Having first established a base with LEAs so that curricula could address the school to work transition from 7th grade forward, the concern shifted to the problem of dropouts. The area loses 100 youth per year. The decision, in response to a strong mutual concern of ICB members, was based on a fear of a decline in youth support-dollars in the future, as well as the fact that the dropout population was one target group that the ICB partners were not already serving. The LEAs also were constantly frustrated by what to do for the potential dropout. The project has changed the focus from dollar pass-through projects to a centrally administered data collection project. The brokering of services to dropouts and potential dropouts will be the central theme of the project once the data collection stage is over in late October of '81. Members hope that the combination of ICB activities will culminate in the design and development of a universal employability plan that can and will be utilized by all area agencies, including the schools.

Technical assistance (TA) to the ICB has consisted of some original direction given by an MESCC (Michigan Employment Securities Commission) representative in the organization stage, and by the Manpower Development Corporation (MDC), a private non-profit agency funded by the U. S. Department of Labor's Office of Youth Programs, which provided

Table 2.

PROGRAMS SUPPORTED AND OPERATED BY ICB

'80	'81	'82
World of Work. Introduction at sophomore level to work information. K-12 curriculum review.	Basic Skills Assessment. Reading, Math remediation with pre-and post-test evaluation.	Drop-outs/Dropout Prevention Centralized Activities, administered by ICB.
Program for Educational Planning. Measuring the career knowledge of 8th grade, utilizing information to determine educational future.	Pre-vocational Skills Assessment. Instructional model, focus on math, use of tools, and safety. Integration of pre-voc instruction with existing classes.	(Technical Assistance from MDC for "knowledge development")
Employability Skills for High School Seniors. Institutions and job skills unit through economics class.	Career Resource Center. Emphasis on parent involvement with 9th grade and integration of career materials into existing curriculum.	Project Find: four researchers go into field to find 500 dropouts from 1975-1980.
Career Resource Center. Teacher, student surveys, inservice training at Michigan Dept. of Education, purchasing of materials and student handbook.	Computerized Pre-vocational Skills Assessment Model. Provide training for teachers in basic computer skills to enable them to administer assessment.	Design, administer and analyze survey for dropouts.
Life Role Competencies Program. Curriculum modification based on need for career education related to community, student, staff and parents' assessed needs.	Computerized Career Counseling. Introduction of staff and students into career information system programming.	Brokering services for 100 of client groups, by two paid staff.
Career Assessment and Planning. Materials and first hand world-of-work experience for 10th and 11th grade students.	Career Exploration for 9th and 10th Grade. Includes parent involvement, sex role stereotyping, and community involvement.	Survey of potential in-school dropouts. Broker services to 200 of client group.
Life Role Competencies. Curriculum assessment based on Michigan LRC. Joint committee determined and designed a mandatory LRC curriculum.		
Michigan LRC Project. Curriculum modification and enrichment for seniors, resource center and course syllabus.		

assistance for the data collection phase of the Dropout Project, as part of its "knowledge development" activities. The link with MDC was made through a Western U.P. Manpower Consortium representative who attended a workshop in Lansing given by MDC. This TA provided a catalyst for the ICB to bring structure to their Dropout Project.

VI. CONCLUSION

The western U.P. Interagency Collaborative Body stands as testimony to the belief in community solutions. However, it also documents actual need for federal and state dollars. More than one practitioner admitted that even the most worthy projects with as little as \$1,000 price tag could not be funded on the local level. The bonus that ICB brought to this rural area was the opportunity for collaboration at so many levels. Not only did the regional leadership upgrade their networking capability - but the local level actors benefited through travel and material money that they would not have otherwise had.

There has been basic attitude and behavioral change at the local level as documented in two dramatic examples. In Marenisco High School the "Broadening Horizons" program gave 9th graders a six week shift of boys to home-ec and girls to shop. As a result, four girls have elected to take a full year of shop and two boys, home economics. In one Adams Township High School the principal saw his own son and others in 8th grade beginning to think about self-esteem, and of starting to take charge of their own educational decision-making process. Of course, a final stamp of success is the fact that most programs funded by the ICB created their own impetus for a second year and beyond. It is believed that total local control provides this kind of strength. The Copper Country ISD Superintendent says, "The ICB has been, is now, and will be a critical program because it helps kids." The U.P. Manpower Consortium director says, "If there were no more ICB funds, there is no doubt in my mind that the CETA budget would set aside money to support projects that ICB members agreed to carry out."

The Western U.P. ICB has credibility at the local level and leadership that is vigorous. It has achieved its own goals and through that process, the goals of the original concept.

V. PROFILES

Each ICB was requested to submit a profile to be included in the Progress Report. Twenty-three responded in time to be included in the following analysis: nine from the balance of state areas, three cities, six single counties, one balance of county, and four county consortia not in the balance of state.

Characteristics

Each ICB had representation from the various sectors required by the state: CETA prime sponsor, education at various levels from elementary to post-secondary, organized labor, community based organizations, business and industry, and local branches of state agencies, such as the employment service.

Fiscals agents included Intermediate School Districts - eight; post-secondary educational institutions - four; public school districts - three; prime sponsors - five; one work-education council serving two ICBs; and one Public Service Careers agency.

The size of the ICB Boards ranged from eight to sixty-three, with most ICBs having between 15 and 19 members.

Funding for FY '80 for those reporting ranged from \$9,300 for a partial year to \$342,000 (City of Detroit) for both "A" and "B" grants. Three ICBs who submitted profiles did not receive monies until FY'81. The majority received between \$30,000 and \$60,000 in FY'80, based on an annual minimum for core staffing of \$27,500. For FY'81 this base was raised to

\$34,500, and allocations ranged from \$43,600 to \$416,365, with a concentration between \$40,000 and \$80,000. See Appendix C for allocations to each ICB for the three years.

Programs

The ICBs were involved in a wide range of programs and methods of implementation. Some projects were directly administered by the ICB, some by one or several of the agencies with representation on the ICB, and others by non-ICB members, but at the initiation of the ICB.

Client groups ranged from staff of service providers to adult workers to students. Subjects included:

Community Resource Inventories

Information sharing

Coordinated job placement

Staff training; curriculum improvement

Academic credit for work experience

Career Resource Centers; labor market information

Needs assessments

Career exploration; employability and skill development

Other: economic development, adult career counseling, drop-outs

A matrix of major programs by ICB follows. The Profiles submitted by each ICB are contained in Volume II of this report.

M A J O R I C B P R O G R A M S

I C B	COMMUNITY RESOURCE INVENTORY	INFORMATION SHARING	COORDINATED JOB PLACEMENT	STAFF TRAINING: CURRICULUM DEVELOPMENT	ACADEMIC CREDIT FOR WORK EXPERIENCE	CAREER RESOURCE CENTERS, LABOR MARKET INFORMATION	NEEDS ASSESSMENT	CAREER EXPLORATION, EMPLOYABILITY, SKILL DEVELOPMENT	OTHER
Region 1 A		Increased employer awareness of training and placement programs through radio and newspaper.	Phone-a-Thon for jobs.			Staffs six sites with computerized Michigan Occupational Information System, and five other sites, non-computerized.			
Region 3	Employer Community Resource Guides	• Inform school personnel about CETA. • Craft Advisory Committee.	Area-wide clearinghouse.				Needs Assessment booklet.	Employability Development Plan.	
Region 7 A						Placed terminals in 31 locations: all K-12 schools, Thumb Area Consortium, DSS, MESG, CBOs and Michigan Rehabilitation Agency; includes Job Bank and MOIS.			
Region 8 A		• Regularly schedules luncheons for service providers in five county area. • Eight "What is CETA" workshops. • CETA Works, bimonthly newsletter.					Needs assessment procedure developed. Staff development workshops held to meet needs identified.		
Region 9			Summer youth employment clearinghouse.	• Better scheduling and expanded use of vocational programs and facilities. • In-service training for high school counselors.	Research showed area-wide criteria not feasible.		Employer Survey.		
Region 10						• Assisted development of three Career Resource Centers in three Community Colleges. • Converting MOIS to computers for Resource Centers and ISDs. • Assisting agencies in computer technology and time sharing.			
Region 11			Placement Coordinator for vocational programs in three schools					Employability skill/career awareness activities through local school districts.	• Pregnant Teen Program. • Adult Career Counseling.
Region 12				Workshops for vocational teachers regarding working with the disadvantaged, and on use of computerized employment information.		Computerized employment information for vocational planners and counselors.			
Region 13				Modified curriculum to help provide smoother transition from school to work.				Career programming, job seeking skills.	School dropout and dropout prevention programs.
Ann Arbor	Developing inventory of educational, employment and training agencies.								

ICB	COMMUNITY RESOURCE INVENTORY	INFORMATION SHARING	COORDINATED JOB PLACEMENT	STAFF TRAINING CURRICULUM DEVELOPMENT	ACADEMIC CREDIT FOR WORK EXPERIENCE	CAREER RESOURCE CENTERS, LABOR MARKET INFORMATION	NEEDS ASSESSMENT	CAREER EXPLORATION, EMPLOYABILITY, SKILL DEVELOPMENT	OTHER
Battle Creek	Developing inventory of employment and training resources.	Developing communication linkage among public service providers.		Basic skills improvement package.			Employment and training needs survey.	CETA Client Assessment process developed.	• Cross-cultural awareness program. • Economic development.
Bay County							With WESC conducted career and academic assessment and individual counseling for PSE participants.	Developed Job Club.	
Benahon							Conducted community needs assessment.	• Disseminated career information to target groups. • Career Fair.	
Grand Rapids		With ISD is developing model school/CETA program based on experiences of several successful programs.	Assisted in placement of laid off PSE participants.		Developed three models based on review of existing practices; one model being implemented in an ISD.		• Occupation Demand Study for 41 occupations. • CETA Participant Assessment Project--model assessment instrument developed.		
Jackson, Region II				Skills training workshop			Survey of 92 CETA sub-agencies.		Adopt-A-School Program.
Kalamazoo		• Published five issues of LINK. • Sponsored statewide ICB Conference.		"Diffusion of Innovation Simulation" workshops.		Collaboration Survey and Analysis.			
Livonia	"Directory of Resources for Businesses in South-eastern Michigan" begun.	• Livonia InaCribber newsletter. • Disseminated Wayne County Labor Forecast Study	Phon-a-Thon Summer Jobs for Youth.	Skills Training workshop, "Improving Office Operations."			Conducts annual community needs assessment.		
Muskegon				• Vocational Education Collaborative Study to be used to plan vocational curriculum. • Vocational Program Study.				Work-study program at Muskegon Community College. Job Fair.	
Oakland				In-service training in motivation techniques, job development, non-traditional placement, etc.		• Established computerized communication system among 34 sites. • Career Resource Center.			
Ottawa								• Produced 12 video tapes, each detailing different occupation for area high school use. • Employability development record and plan.	
Out-Wayne County	• ICB Directory of Employment and Training Resources. • ICB Business Directory.	• ICB Newsletter. • Information clearinghouse.		Workshops and in-service training in proposal writing, expanding career options, organized labor, etc.					
Saginaw, Region 3A				• Mini-grants to teachers for innovative career development programs. • In-service program on apprenticeship.		18 Career Resource Centers.		Job Shadow Program.	• Trade readjustment workshop. • County-wide economic development plan.
St. Clair, Region 3A		• Information Network Guide. • Brochure on placement activities printed and distributed.	• Coordinated placement program for CETA clients. • Job placement "hotline" potential being explored.		Developing plan to eliminate barriers to granting of credit.		Assessment of area training needs.		
SOURCE: ICB Profiles submitted for the Progress Report									

APPENDICES

APPENDIX A

ACRONYMS

BET	Bureau of Employment and Training (within MDOL)
CEPD	Career Education Planning District
CETA	Comprehensive Employment and Training Act
DSS	Department of Social Services
EDP	Employability Development Plan
FY	Fiscal Year
ICB	Interagency Collaborative Body (Board)
ISD	Intermediate School District
LEA	Local Education Agency
LEAD	Labor Employment and Development
LMI	Labor Market Information
LRC	Life Role Competencies
MAETD	Michigan Association of Employment and Training Directors
MDOE	Michigan Department of Education
MESC	Michigan Employment Security Commission
METI	Michigan Employment Training Institute
METSC	Michigan Employment and Training Services Council
MOIS	Michigan Occupational Information System
NIWL	National Institute for Work and Learning (formerly National Manpower Institute)
NMI	National Manpower Institute (now NIWL)
OYP	Office of Youth Programs
PIC	Private Industry Council - Private Industry Corporation
PS	Prime Sponsor
RFP	Request for Proposal
SACVE	State Advisory Council for Vocational Education
SOICC	State Occupational Information Coordinating Committee
TA	Technical Assistance
YETP	Youth Employment and Training Program

APPENDIX B

CETA-EDUCATION LINKAGES

INTERAGENCY COLLABORATIVE BOARDS (ICBs)

	CONTACT PERSON	ORGANIZATION	ADDRESS
Region 1A	John Fellows (517) 546-5550 Maureen Corby (517) 546-7450	Livingston Intermediate School District Livingston County Dept. of Internal Services	1425 W. Grand River Howell, Michigan 48843 870 E. Grand River Howell, Michigan 48843
Region 3	Bernie Stankewicz (616) 467-9745	St. Joseph County ISD	Shimmel Road, P.O. Box 187 Centreville, Michigan 49032
Region 4	Carl H. Benedix (616) 782-3441 Norm Ashcraft	CETA Region IV Southwestern Michigan College	410 E. Prairie Ronde Dowagiac, Michigan 49047 Cherry Grove Road Dowagiac, Michigan 49047
Region 7A	Robert Peter (517) 269-6406	Huron Intermediate School District	711 E. Soper Road Bad Axe, Michigan 48413
Region 7B	George E. Johnson Director (517) 275-5137	State and Federal Programs COOR Intermediate School District	11051 North Cut Road Roscommon, Michigan 48653
Region 8A	Judi McNally Program Consultant (616) 924-0380	Newaygo County Area Vocational Center Region 8A Work-Education Council	4645 W. 48th Street Fremont, Michigan 49412
Region 9	Gerald Albert ICB Coordinator (517) 733-8548	Northeast Michigan ICB Northeast Michigan Manpower Consortium	P.O. Box G Onaway, Michigan 49765
Region 10	Daniel J. Kaczynski Director (616) 946-8750	Youth Employment and Training Programs Traverse Bay Area ISD	13247 West Bay Shore Drive Traverse City, Michigan 49684

CONTACT PERSON	ORGANIZATION	ADDRESS
Region 11	Mr. Orville Kabat (906) 478-7605	Consolidated Community School Services
Region 12	Arthur Neiger Director (906) 227-2693	Bureau of School and Community College Services
Region 13	James Saari (906) 932-4059 Donald J. Heikkila (906) 932-4059	Western UP Manpower Consortium Copper County Intermediate Schools
City of Ann Arbor	Earl Shafer Vocational Director (313) 994-2315	Occupational Education Division Ann Arbor Public Schools
Bay County	Jane Quinn (517) 892-4578 Thomas Rodriguez Director (517) 893-4508	Bay County Department of Public Services Educational Clearinghouse
Berrien	Ben Winslow Vocational-Techni- cal Specialist (616) 471-7725	Berrien County Intermediate School District
Mid-Counties Calhoun/ Barry	Douglas Voshell Executive Director (616) 965-3931 Ext. 296	Council for Employment Needs and Training
City of Dearborn	John Dutton (313) 582-4438	Dearborn Public Schools

Rudyard, Michigan 49780

Northern Michigan University
Marquette, Michigan 49855

Box 370
Ironwood, Michigan 49938

302 Front Street
Hancock, Michigan 49930

800 Soule Blvd.
Ann Arbor, Michigan 48103

Bay County Complex
311 2nd Street
Bay City, Michigan 48706

312 S. DeWitt
Bay City, Michigan 48706

711 St. Joseph Avenue
Berrien Springs, Michigan 49103

Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49016

4824 Lois
Dearborn, Michigan 48126

CONTACT PERSON

ORGANIZATION

ADDRESS

City of Detroit	Lorenzo Freeman Director (313) 871-1115	Detroit ICB	2990 W. Grand Blvd. Suite 223 Detroit, Michigan 48202
GLFS	Alva E. Mallory Director (313) 767-4310 Donald Peters	Vocational Education Genesee Intermediate School District same as above	2413 W. Maple Avenue Flint, Michigan 48504 same as above
GRAETC	Kent Collins (616) 456-4038	Grand Rapids Area Employment and Training Consortium	Suite 200, 60 Monroe Center, NW Grand Rapids, Michigan 49503
Jackson, Hillsdale, Lenawee Counties	Joe Scarpino (517) 789-8965 John Wilcox	Jackson Community College same as above	2111 Emmons Road Jackson, Michigan 49201 same as above
Kalamazoo County	Mac Dashney (616) 381-4620 Ext. 253	Kalamazoo Valley Intermediate School District	1819 East Milham Road Kalamazoo, Michigan 49002
Lansing Tri-County	Robert B. Thelen Student Services Supervisor (517) 676-1051	Ingham Intermediate School District	611 Hagadorn Road Mason, Michigan 48154
Livonia	Denise Sigworth	Work-Education Council of Southeast Michigan	164 N. Main Street Plymouth, Michigan 48170
Macomb/City			
Monroe	Mr. Robert Bolton (313) 243-7100	Employment Training Department	1410 East First Street Monroe, Michigan 48161

CONTACT PERSON	ORGANIZATION	ADDRESS
Muskegon/ Oceana	Paul Roy, Jr. Director (616) 724-6381	County of Muskegon Dept. of Employment and Training
	Irene Miegoc	same as above
Oakland	Dr. Aram Vosgerchian Assistant Director (313) 858-1997	Measurements and Guidance Oakland Schools ISD
Ottawa County	David M. Davis Chairperson	Ottawa Collaborative Council Coopersville Public Schools
	Matt Tomasiewicz (616) 399-6940	Ottawa Area Intermediate School District
Saginaw County	John Schmude (317) 799-4733	Saginaw Intermediate School District
	Judith Shea (517) 793-4561	Saginaw County CETA Administration
St. Clair County	Maurice W. Fritch (313) 364-8990 Ext. 282	St. Clair County Intermediate School District
	Gary Meier Ext. 279	same as above
City of Warren	Ken Yoder (313) 294-2396	Macomb Area Work Education Council
Washtenaw County	-----	-----
Out-Wayne County	Chris Polyhronos Director (313) 459-5360	Out-Wayne County ICB Work-Education Council of Southeastern Michigan
		164 N. Main Street Plymouth, Michigan 48170

APPENDIX C

ICB ALLOCATIONS

ICB Areas	%	FY '79-'80 Allocations w/\$27,500 base	%	FY '81 Allocations w/\$34,000 base
Livingston County, Reg.	0.5	\$ 35,321	0.5	\$ 43,607
Region 3	1.5	50,964	1.1	55,136
Region 4	1.2	45,850	1.2	57,057
Region 7A	1.6	53,069	1.6	64,743
Region 7B	3.5	82,549	3.0	91,643
Region 8A	1.5	51,866	1.6	64,743
Cheboygan, Presque Isle, Otsego, Mont- morency, Alpena, Crawford, Oscoda, Alcona Counties Reg. 9	1.9	57,281	1.9	70,507
Region 10	2.8	70,818	2.8	87,800
Region 11	1.1	44,346	1.1	55,136
Region 12	2.1	60,590	2.1	74,350
Region 13	1.5	50,663	1.5	62,821
City of Ann Arbor	1.7	54,274	1.7	66,664
Bay County	1.3	47,974	1.3	58,979
Berrien County	2.1	60,574	2.1	74,350
Mid-Counties Calhoun/Barry	1.6	52,699	2.0	72,428
City of Dearborn	0.8	40,100	0.8	49,372
City of Detroit	20.0	342,492	19.9	416,365
GLFS	6.0	121,998	6.0	149,286
GRAETC	6.3	126,722	6.8	164,657
Jackson Hillsdale and Lenawee Counties	3.1	76,324	3.1	93,564

Kalamazoo County	1.9	\$ 57,424	1.9	\$ 70,507
Lansing Tri-County	4.1	92,073	4.1	112,779
Livonia	0.6	36,950	0.6	45,529
Macomb (Balance of County)	4.1	92,073	4.1	112,779
Monroe	1.0	43,250	1.0	53,214
Muskegon/Oceana	2.2	62,149	2.2	76,272
Oakland County	8.9	167,671	8.8	203,086
Ottawa County	1.2	46,400	1.2	57,051
Saginaw County	2.1	60,574	2.1	74,350
St. Clair County	1.6	52,699	1.6	64,743
City of Warren	1.4	49,549	1.4	60,900
Washtenaw County (Balance of)	0.7	38,525	0.7	47,450
Wayne County (Balance of)	8.2	156,647	8.2	191,557

New FY '82 Allocations

	Title II(%)	Old Allocations	New Allocations * (\$30,000 base)	Local Match Requirement
Livingston County, Reg. 1	0.5	41,725	35,050	6,675
Region 3	1.1	49,795	41,110	8,685
Region 4	1.2	51,140	42,120	9,020
Region 7A	1.6	56,520	46,160	10,360
Region 7B	3.0	75,350	60,300	15,050
Region 8A	1.6	56,520	46,160	10,360
Cheboygan, Presque Isle, Otsego, Mont- morency, Alpena, Crawford, Oscoda, Alcona Counties Reg. 9	1.9	60,555	49,190	11,365
Region 10	2.8	72,660	58,280	14,380
Region 11	1.1	49,795	41,110	8,685
Region 12	2.1	63,245	51,210	12,035
Region 13	1.5	55,175	45,150	10,025
City of Ann Arbor	0.7	44,415	37,070	7,345
Bay County	1.3	52,485	43,130	9,355
Berrien County	2.1	63,245	51,210	12,035
Mid-Counties Calhoun/Barry	2.0	61,900	50,200	11,700
City of Dearborn	0.8	45,760	38,080	7,680
City of Detroit	19.9	302,655	230,990	71,665
GLFS	6.0	115,700	90,600	25,100
GRAETC	6.8	126,460	98,680	27,780
Jackson Hillsdale and Lenawee Counties	3.1	76,695	61,310	15,385

* These allocations are to be used when revising FY '82 budgets.

New FY '82 Allocations

	Title II%	Old Allocations	New Allocations (\$30,000 base)	Local Match Requirements
Kalamazoo County	1.9	60,550	49,190	11,360
Lansing Tri-County	4.1	90,145	71,410	18,735
Livonia	0.6	43,070	36,060	7,010
Macomb (Balance of County)	4.1	90,145	71,410	18,735
Monroe	1.0	48,450	40,100	8,350
Muskegon/Oceana	2.2	64,590	52,220	12,370
Oakland County	8.8	153,360	118,880	34,480
Ottawa County	1.2	51,140	42,120	9,020
Saginaw County	2.1	63,245	51,210	12,035
St. Clair County	1.6	56,520	46,160	10,360
City of Warren	1.4	53,830	44,140	9,690
Washtenaw County (Balance of)	1.7	57,865	47,170	10,695
Wayne County (Balance of)	8.2	145,290	112,820	32,470
TOTALS	100%	2,499,995	2,000,000	499,995

* These allocations are to be used when revising FY '82 budgets.

Information & Communication **b**ulletin

FOR OUT-WAYNE COUNTY

Strengthening the Linkages between Education, Employment and Training Services

Volume 2

No. 2

Date MARCH/APRIL 1981

FROM THE ICB PROJECT DIRECTOR
Chris Polyhronos

During the next several months, there will be many employment and training related activities taking place throughout the Wayne County area. March is the end of the 2nd quarter of the '81 Federal Fiscal Year, so there will be programmatic and fiscal reporting, reviews, and evaluations. It is a time when students and participants in vocational training programs are becoming ready for the work force. Strategies for upcoming job development and placement activities are being finalized, seeking to uncover both full time and summer employment opportunities for the many adults and youth needing placement assistance. This is also the ideal time to begin planning and writing proposals for next year's programs and to locate other community resources that may be essential linkages, if you intend to maintain or expand services to fulfill the growing employment and training-related needs found throughout the area, despite the tremendous budget cuts proposed for next year's Federal and State funded programs.

In lieu of additional funding, perhaps the most obvious way to maintain, much less expand, the current level of services comes through collaborative efforts between local agencies and organizations. Communication, cooperative planning, and mutual sharing of resources between Educational Institutions, State and Local Agencies, Labor Organizations and Busi-

ness have been proven to provide effective comprehensive employment and training-related programs, many times at a lower cost. It requires, however, that local individuals take the initiative to invite others to sit down and talk about mutual needs of clients and the delivery of services. From the concerns, statements, and ideas I hear daily, people agree that there is a definite need for coordination between and among the various Employment and Training-related delivery systems. Now is the time! Washington and Lansing have challenged us.

GREATER DETROIT SOUTHEASTERN MICHIGAN SUMMER JOBS FOR YOUTH PHON-A-THON 1981

The National Alliance of Business Detroit Metro and its co-sponsors, the Southeastern Michigan Human Resources Development Professionals and area Private Industry Councils, are planning a Phon-A-Thon for the week of May 26 through June 1. Timing is consistent with plans by the Governor's Youth Employment Clearinghouse to have May proclaimed as the "Summer Jobs for Youth Campaign" month. Appropriate TV and radio appearances by the Governor will be scheduled.

Each local area is encouraged to become involved. Lists of employers to be contacted will be available for every community. Many volunteers are needed. If you are interested in becoming involved, please contact Art Saltzman, NAB Metro Director, at 871-3393.

Published bi-monthly by:
Project UNITE
164 N. Main Street
Plymouth, MI 48170
(313) 469-5360

ICB's (Interagency Collaborative Bodies) are established statewide to promote collaborative mechanisms among all sectors that enhance the delivery of employment and training related programs and services. Funds are received through a Governor's Linkage Initiative jointly funded by: Michigan Department of Labor, Bureau of Employment and Training and the Michigan Department of Education, Vocational and Technical Education Services and Adult Extended Learning Services.

JA BRINGS BUSINESS TO SCHOOLS

PROJECT BUSINESS is a dynamic national program which makes the world of business and career selection more meaningful for 8th and 9th graders. It accomplishes this by providing business consultants who visit a classroom on a regular basis (one class period a week) for 8 to 18 weeks. During that period of time topics such as The American Economy, Money and Banking, The Market System, Consumerism, and Choosing a Career are covered.

Teachers and business consultants are furnished information manuals and each student in the class is provided a workbook. In addition, activity suggestions such as simulations, role playing games, films and brochures are made available to participating classes.

Since PROJECT BUSINESS is a division of Junior Achievement, the cost of this economics/career education program is provided for by Junior Achievement of Southeastern Michigan, Inc. At the present time, there are 130 classes throughout the metro Detroit area that have PB consultants working jointly with teachers.

This program is made available to both private and public schools. For further information, call the PROJECT BUSINESS office at 255-3900.

PROGRAM HIGHLIGHTS

Georgia Harris of the Youth Employment Clearinghouse will be visiting programs around the state for the purpose of identifying successful programs for a Program Highlights flyer. This flyer is a new information tool from the Clearinghouse, distributed every other month to youth employment program operators throughout the state.

Each issue will focus on three programs within Michigan that program operators are excited about. Program Highlights is intended to provide ideas to consider when designing services to youth.

If you operate a program or know of one in your area that you would like the Clearinghouse to visit and highlight, please contact: Georgia Harris, Youth Employment Clearinghouse, Bureau of Employment and Training, Michigan Department of Labor, 7150 Harris Drive, Box 30015, Lansing, Michigan 48909.

PROGRAM FUNDING NEWS

The ICB Clearinghouse has recently received information on two new resources which might be of interest to you. The Grantsmanship Center, a Nonprofit, Tax-Exempt Educational Institution, is a large organization devoted solely to grantsmanship. The Center's proposal writing format is used by many organizations and has been adopted by a number of funding sources. A subscription to the Grantsmanship Center NEWS costs \$20 and may be ordered by contacting the main office at 1031 South Grand Avenue, Los Angeles, CA 90015, (213) 749-4721.

Another resource developed to assist in planning, designing and managing successful volunteer programs in all areas of community needs are GREEN SHEETS. GREEN SHEETS listings are coded to major subject areas of program activities such as Funding, Education, and Physically Handicapped. A GREEN SHEETS subscription costs \$30 and includes a mid-year update and binder. To order, write: Four-One-One, 7304 Beverly Street, Annandale, VA 22003.

PROJECT GROOM: AN EDUCATIONAL EMPLOYMENT TRAINING PROGRAM

Project Groom -- Targeting the Job Market, offers a variety of comprehensive development workshops designed to improve participants' chances for success in the world of work.

The workshops offer specialized advice on the "how to's" of getting into the job market from the first job to career planning and will focus on the strategy for survival in an unstable job market. Sessions will include tips on finding a job, resume writing, interviewing techniques, negotiating a salary, decision making, and developing career objectives.

All workshops are held in a professional office setting and are conducted by employment trainers, career consultants, professionals in these areas and guest lecturers. The cost of this program is \$37.50 for students and \$75 for adults.

For more information on these certificate-awarded, 5-week sessions, contact PROJECT GROOM: An Educational Employment Training Program, 660 Plaza Drive, Suite 2350, Edison Plaza, Detroit, Michigan 48226, or call (313) 961-8550.

LIVONIA INTERAGENCY COLLABORATIVE BODY

by: Denise Sigworth
Project Coordinator

The Livonia Interagency Collaborative Body was recently established to promote employment and training networks through interagency linkages in the Livonia area. The LICB is located, along with the Work Education Council and Out-Wayne County ICB offices, at 164 N. Main St. in Plymouth. Robert Jenks, Fiscal Project Administrator, Joan Demski, Support Staff, and I will be located at the Plymouth office and can be contacted at 459-7772.

During the months of March and April, I will be visiting educational institutions, service agencies, labor unions, and businesses to meet with key individuals and discuss the informational needs of these various agencies in Livonia. I am looking forward to developing a communications network system which encourages useful informational exchanges and promotes the collaborative process.

The LICB staff welcome questions, suggestions or requests and hopes to provide a helpful service to Livonia.

EDUCATOR GETS APPOINTMENT

Dr. Rae Levis, an associate superintendent of the Wayne County Intermediate School District, has been named to the 21-member National Advisory Council on Vocational Education.

The Council is charged with advising the President, Congress, the Department of Education and the U.S. Office of Education on the operation and administration of vocational education programs and recommending changes.

The Council is authorized to conduct independent investigations and to hold any hearings it deems necessary.

Membership of the Council includes representatives of the public, private and public education, higher education, business and organized labor.

Congratulations, Dr. Levis!

RESOURCE DIRECTORY UPDATE

The first edition of the quarterly revisions and updates of the ICB Directory of Employment and Training Resources is now available and being mailed to all persons with "registered" Directories. If you or co-workers within your organization have ICB Directories, but have not received the Revisions and Updates packet please contact the ICB office at 459-5360

PLANS TO PROMOTE SUMMER YOUTH EMPLOYMENT

To expand promotional efforts for summer youth employment, the Youth Employment Clearinghouse of the Michigan Department of Labor organized a Summer Youth Opportunities Task Force. The Task Force developed ideas to encourage employers to provide summer jobs to youth and to aid youths in their job search.

The Task Force has recommended that Governor Milliken proclaim May as Youth Employment Month during which time a concentrated promotional effort will occur.

At the state level, activities aimed at employers include: public service announcements on radio and TV and distribution of 100,000 brochures encouraging employers to consider providing summer opportunities to youth.

For youth, the distribution of 200,000 brochures answering common questions about promoting volunteer work.

1,500 information packets on successful programs used in Michigan to promote job development and placement will be distributed to schools and other youth serving agencies.

For further information, contact Georgia Harris at the Youth Employment Clearinghouse, Michigan Department of Labor, Bureau of Employment and Training, 7150 Harris Drive, Lansing, Michigan, 48909, (517) 322-1788; or contact the ICB office

QUOTABLE QUOTES

If you don't know where you're going, any road will get you there. (Lewis Carroll from Alice in Wonderland)

INTER-AGENCY PROGRAMMING
WAYNE-WESTLAND ADULT/COMMUNITY EDUCATION/
DEPARTMENT OF SOCIAL SERVICE
JOB CLUB

With a \$5,000 seed grant from the Department of Social Service, Wayne-Westland Community Schools Adult/Community Education began an employability skills training program entitled "Job Club" in August of 1979. The primary goal of the Job Club is placement in employment through self-directed search. In the Job Club, validated employability training strategies are used. The strategies are adapted from the methodology used by Adkins, Azrin, Bolles, and Holland. A student manual compiled by Job Club staff is included in the training program. The program includes a participant orientation, contract agreement, self-awareness, vocational labor market information, job seeking methods by simulation and limited phone contact, role playing interviews, and audio visual exercises. Since that pilot program began, with joint evaluation between D.S.S. Inkster and Romulus offices and Westland Work Incentive (WIN), the program model has changed to better meet the client population needs.

In the two-year time frame, approximately 200 D.S.S. General Assistance recipients and 113 WIN clients have participated in the program. Because of the barriers that are inherent in this population, the attrition rate has been 10-15 percent. Job placement varies from group to group, but statistics from the last group show 50-60 percent placement of clients into employment.

The relationship developed between the School District and the Social Service offices at the local level is a direct cause of the success of the program. Access to other appropriate services such as Vocational Rehabilitation, Community Mental Health, and high school adult education is easily provided because of current linkages within the area. We thank the Out-Wayne County ICB for its enhancement of collaboration of these agencies at the local level.

For additional information about this program, contact Kay Lyons or Peg Vallesky at 721-8475.

THE DEARBORN L.M.G.: A WRITTEN
AGREEMENT BETWEEN TRAINER AND TRAINEE
by: Phillip E. Kearney

Although coordinating a Summer Disadvantaged Employment Program is stimulating and challenging, there are communication problems. This article will address itself to one of these road blocks. The Dearborn Summer Disadvantaged Youth Employment Program is operated, through a sub-contract, by the Dearborn Public Schools. Last summer this Program employed 160 youth who were placed at 65 worksites. One of the requirements for all youth workers is that they first participate in an in-take which includes normal paper work, counseling and worksite placement. Another stipulation (agreed to during the intake procedure), is that each youth attend a weekly vocational training session (labor market orientation meeting). These weekly meetings allow for: 1. Weekly contact to facilitate worksite related communications; 2. Time card collection and correction; 3. MOIS profiling for all participants; 4. Job maintenance information; 5. Job acquisition information; 6. Guest Speakers (industry, business, public agencies); 7. Distribution of vocational related information.

The Dearborn Program includes 14-21 year-olds who vary from some to no experience. Within this age group are junior high, high school and college-level youths. Initially attendance, tardiness and behavior was a problem for some participants. The obvious corrective measures were put in place. We lost some youth workers due to disciplinary termination.

The program supervisor decided that a formal contract between the youth program and the client could help to establish a proper attitudinal relationship. To this end the Labor Market Orientation (L.M.O.) participants contract was developed.

The L.M.O. contract is designed to establish a proper tone and allow the implementation of due process procedures. The contract sets out program description, requisite performance and a punitive schedule in a clear and concise manner.

For more information about this program, call 582-4438.

**PRIVATE SECTOR IMPROVES
VOC ED EFFICIENCY/RESULTS**
from: You & Youth, Oct. 1980

A recently published, highly controversial study of job-related skills training in public and proprietary schools found that vocational education is not an effective way to equalize employment opportunities. Findings indicate, instead, that vocational training is related to job placements only in entry- and low-level occupations. Disadvantaged students, those who stand to benefit the most from job training, are the likeliest to drop out without supportive counseling.

Still, this National Institute of Education survey concluded that vocational training can be effective for rapidly growing entry-level occupations, especially in the clerical and service sectors. The report urges the private sector to play an expanded role in vocational education, citing evidence that business participation:

- lowers the cost and raises the efficiency of vocational training;
- ensures that teachers have professional, current experience;
- guarantees a wide range of up-to-date training machinery;
- creates a more interesting learning environment for students who can see the relationship between training and future employment.

The 28-month UCLA research project surveyed 1,576 students at 50 community colleges and vocational schools, divided equally among upper-level courses (accounting, computer programming, electronic technician) and lower-level (secretary, dental assistant and cosmetology). An NIE research review panel is currently investigating the validity of findings such as:

- * Less than 1/3 of the men and no women who studied for upper-level jobs got them. All those who found employment settled for lower level and salary positions.
- * On the average, vocational students found comparable first jobs regardless of whether they completed training or dropped out.

- * Dropouts experienced more difficulty finding jobs, but earned similar salaries to graduates once employed.
- * Proprietary schools do a better job of retraining vocational students than public schools. Their students are also employment-ready in significantly shorter times than public vocational students.

Copies of "Vocational Education and Social Mobility" (Summary Report) are available at no charge from: National Institute of Education, 1200 19th Street NW, Washington, D.C. 20208.

**CLEARINGHOUSE LINKS
BUSINESS GIFTS TO SCHOOLS**

A recent issue of "You & Youth" announced that a national clearinghouse has been established to arrange business donations of equipment and resources to educational institutions. Since 1977, nearly \$3 million worth of materials has been distributed among 400 schools registered with the service.

For an annual fee of \$180, schools submit a list of needed resources -- ranging from typewriters and computers to laboratory equipment and electric motors -- with the National Association for the Exchange of Industrial Resources. The Association then generates donations by contacting companies which use or produce similar equipment and arranging a transfer. Exchanges of surplus equipment between schools are also arranged.

The service is useful for schools and vocational institutions that need business equipment but lack the manpower and contacts necessary to generate industrial contributions. Since the Association generates donations throughout the country, registered schools are not restricted to local business resources.

For more information contact: The National Association for the Exchange of Industrial Resources, 540 Frontage Rd., Northfield, IL 60093, (312) 446-9111.

EXPANDING CAREER OPTIONS PROGRAM

Expanding Career Options, a model sex equity program developed by Wayne County Intermediate School District with a grant from the Michigan Department of Education, encourages students to obtain training for and enter jobs which are nontraditional for their sex. i.e., boys going into health care and girls going into drafting. In this project, inservice programs have been developed and implemented throughout Michigan to help teachers, counselors, and administrators identify and understand facts and situations which cause or reinforce stereotyping of occupations, explore resources (materials and people) that can be used to help students and staff examine equal career opportunities for both sexes, and design an action plan for combating the problem in their schools. In addition, materials designed to encourage exploration of non-traditional careers have been compiled in a resource book which is used in the inservice programs. The following "Work Force Quiz" is one example of the activities presented in the inservice programs to increase participant's awareness of the trends and changes in today's world of work.

The Expanding Career Options program has been implemented in several school systems; training and program development, however, can easily be adapted for business and industry personnel. Any questions about the Expanding Career Options Project and its services can be answered by Jim Mahrt (Project Director) or Sally Vaughn (Project Consultant) at (313) 326-9300.



Work Force Quiz

1. What percent of jobs in America will enable one person to support a family?
a. 40 b. 50 c. 60 d. 70
2. Of all married women, approximately _____ are in the work force.
a. 10% b. 45% c. 60% d. 80%
3. Married women, on average, hold jobs outside the home for _____ years.
a. 5 b. 10 c. 15 d. 25

4. _____ out of 10 married women will be employed outside the home for a significant amount of time.
a. 3 b. 5 c. 6 d. 9
5. What percent of the American families fit the "traditional" model of a working father, stay-at-home mother and one or more children?
a. 34% b. 45% c. 52% d. 7%
6. According to a study in Michigan conducted on 500 adolescent boys and girls seeking clinical help, _____ were boys.
a. 37% b. 55% c. 76% d. 85%
7. For every dollar a man earns in 1980 a woman earns _____.
a. 97¢ b. 83¢ c. 78¢ d. 59¢
8. Around _____ of all engineers and physicians in the United States are men.
a. 45% b. 65% c. 75% d. 95%
9. The median income of fully-employed women who have earned a college degree is approximately equal to that of the median income of fully employed men with a/an _____ education.
a. 8th grade b. high school
c. college d. graduate
10. Of the 23,000 occupations listed in the Dictionary of Occupational Titles 1/3 of all working women can be found in _____ of these occupations.
a. 7 b. 396 c. 3,481 d. 15,216

Sources of Data:

1. U.S. Dept. of Labor, 1979, Try It, You'll Like It
2. U.S. News and World Report, "Families", June 16, 1980
3. The Psychiatric Disorders of Childhood, Charles Shaw, P. 64
4. Project BORN FREE, University of Minnesota
5. Detroit Free Press, December 10, 1980

Correct Answers to the Work Force Quiz	1. a	2. c	3. d	4. d	5. d	6. a	7. b	8. c	9. d	10. b
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FROM THE ICB CLEARINGHOUSE

The following publications should provide a wealth of helpful information to our readers who are involved in developing employment and training programs. Many other helpful aids are available through our clearinghouse facilities...Do give us a call at 459-5360.

- * GIVING YOUTH A BETTER CHANCE, 1979. May be purchased for \$14.95 from Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104, (415) 433-1740.
- * THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT: A GUIDE FOR EDUCATORS by Paul L. Franklin, 1979. Available for \$5.50 from College Board Publication Orders, P.O. Box 2815, Princeton, NJ 08541, (609) 921-9000.
- * THE CETA OF 1978: HOW COMMUNITY, JUNIOR AND TECHNICAL COLLEGES CAN PARTICIPATE, 1980. May be purchased for \$2.00 from American Association of Community and Junior Colleges, Office on Governmental Relations, One Dupont Circle, NW, Suite 410, Washington, D.C. 20036, (202) 293-7050.
- * HOW POSTSECONDARY EDUCATION CAN PLAY A GREATER ROLE IN CETA PROGRAMS by Lucy Knight, 1979. Available for \$3.32 from ERIC Document Reproduction Service, P.O. Drawer 190, Arlington, VA 22210.
- * MERCHANDISING YOUR JOB TALENTS (Stock No. 029-000-00304-1) may be purchased for \$1.20 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
- * D.O.L. PROGRAM FACT SHEETS, Individual Copies are available free from Information Office, Employment and Training Administration, 601 D Street, NW, Room 10418, Washington, D.C. 20213, (202) 376-2804.

DOES HARD WORK PAY?

A recent issue of Psychology Today included an article summarizing federal government employees' cynicism about hard work. A survey was conducted by the U.S. Office of Personnel Management and included 14,000 federal government employees. It appears that while 90 percent of the federal workers claim they work hard and three-fourths say they are generally satisfied with their jobs, the majority feel that doing their job well will not lead to better pay or promotion. Among middle managers, only one in four feels that selection procedures for promotion to the senior executive level are fair; these people are much more likely to see political influence in assignments to positions above them than are people already in those positions -- who naturally tend to feel they got there by merit.

To obtain a copy of the survey or for additional information, contact: U.S. Office of Personnel Management, 1900 E Street N.W., Washington, D.C. 20415.

WCETA RFP OUT IN APRIL

The Wayne County Employment & Training Administration will be issuing Request for Proposals during April for FY '82 Title IIB and Title IV Programs. To be placed on their mailing list, contact the WECTA Planning Unit at 224-7240.

ICB ANNOUNCES STAFF CHANGE

Ronald Boland, a Community Linkage Specialist for the ICB, resigned effective February 20 to assume the position of Director of the Job College of Michigan. A replacement will be named shortly. We wish Ron the best in his new endeavors.

HEARD IN PASSING

"Getting things done in Washington, D.C. is like making an elephant -- it is done at a high level with lots of roaring and screaming, and it takes two years to get any results!"

WHAT'S HAPPENING

- | | |
|---|---|
| <p>March 4 VEPC Mtg., contact Paul Lammers, 287-4400.</p> <p>March 6 Orientation to Empl. & Trng. Systems Wkshp., contact the ICB, 459-5360.</p> <p>March 11 Time Mgt. Wkshp., cost: \$3.00, contact WCISD/DARTE, 326-9300, ex. 373.</p> <p>March 12 Orientation to Empl. & Trng. Systems Wkshp., contact the ICB, 459-5360.</p> <p>March 13 GEPC Mtg., contact Tom Kage, 326-9300.</p> <p>March 17 Job Placement Seminar, contact Tom Kage, 326-9300.</p> <p>March 18 Wayne County Special Placement Coordinators Association Mtg., contact Dick Hansen, 422-0080.</p> <p>March 19 Program Planning & Proposal Development Wkshp., contact the ICB, 459-5360.</p> <p>March 19- ICB Networking Wkshp., contact METI, 20 (517) 627-3211.</p> <p>March 27 Seminar for Secretaries & Other Support Staff at the Hotel St. Regis, Detroit, MI, cost: \$125, contact Applied Mgt. Inst., 961-7998.</p> | <p>March 31 Proposal Writing Wkshp., contact the ICB, 459-5360.</p> <p>April 1 CEPD Mtg., contact Don Leverenz, 326-9300.</p> <p>April 10 GEPC Mtg., contact Tom Kage, 326-9300.</p> <p>April 15 Wayne County Special Placement Coordinators Assoc. Mtg., contact Dick Hansen, 422-0080.</p> <p>April 27- May 1 Grantsmanship Center Training Program at Taylor, MI, contact Joan Sullivan (213) 749-4721.</p> <p>May 26- June 1 Statewide Emphasis on Youth; Promotional Activities include NAB Phon-A-Thon. (See article)</p> <p>June 1-5 Michigan Apprenticeship & Training Conf., Grand Traverse Hilton Hotel, Grand Traverse Village, MI. (More details later)</p> <p>T.B.A. ICB-Sponsored Inservice Wkshp. for CETA Title IID and VI Contractors on Unemployment Compensation Benefits and Training Resources for Participants.</p> |
|---|---|



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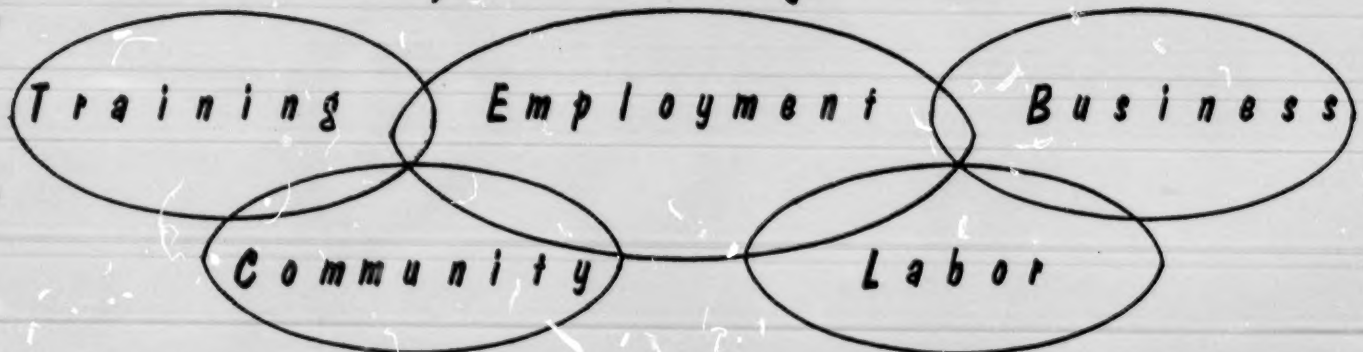
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FIRST CLASS

The LINK



Volume 1, No. 3

January 14, 1981

ISSUES AND OPINIONS

PRIVATE AND PUBLIC SECTOR ALLIANCE IN KALAMAZOO

by Bill Smith

Private business in Kalamazoo over the past ten years has contributed heavily to the effectiveness of the local National Alliance of Business program. The Alliance has promoted a practical partnership between the community's private and public sectors to reduce unemployment. Traditionally this goal, making jobs available for those who are able to work, was achieved through the creation of jobs by private industry. Members of the business community volunteered their time to convince their colleagues that providing productive job opportunities to youth was good business. Placement of individuals into these jobs was then the exclusive responsibility of the public sector resources charged with placement.

Recently the national assistance to local NAB chapters was withdrawn from the Kalamazoo Metro Chapter. The local community should not allow this program to fail. The partnership forged between the private and public sectors now more than ever should maintain its strength and vitality. The local economic climate dictates that the goals of developing productive jobs for productive people and the continued alliance of the community's private and public sectors must be realized. Therefore, a local alliance of business should be established to continue the work initiated by the NAB Kalamazoo Metro Chapter.

(article continued on page 8)

STAFF NOTES

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The CETA/Education Linkage Project staff hopes that all our readers had a joyous holiday season. And, with fresh resolve, some of our new year's resolutions are even still intact. We all can look forward to a happy and productive 1981. The new year seems to hold no shortage of both challenge and opportunity for the employment and training community locally as well as state and nation-wide.

CETA/Vocational Education, public and private sector linkage programs seem to be the trend for 1980's. The November issue of "CETA/Vocation Education Exchange", a United State Conference of Mayors publication, reported several linkage initiatives being launched around the United States. The U.S. Department of Labor during 1980 awarded ten CETA/Vocational Education Linkage grants throughout the nation. "The jointly funded demonstration projects are designed to improve coordination between CETA Youth programs and vocational education programs, to link CETA, vocational education programs, and the private sector, and to provide technical assistance and information on coordination to prime sponsors and school systems", the "Exchange" reported. Three coordination demonstration projects were awarded to the Board of Education of the City of New York, Northern Illinois University, and Catonsville Community College, Baltimore County, Maryland.

In Michigan, plans for the "Bridging the Gap Between Work and Learning" conference to be held in Kalamazoo, February 23 and 24, 1981,

(article continued on page 8)

TRAINING AND DEVELOPMENT

A NEW APPROACH TO TRAINING IN MICHIGAN: THE MICHIGAN EMPLOYMENT TRAINING INSTITUTE

by Dr. Susan Awbrey, Training Coordinator

The Michigan Employment Training Institute (METI) was established in March of 1980 through a contract between the Michigan Department of Labor, Bureau of Employment and Training, and Middle Cities Association. METI's focus is to improve occupational skills through in-service programs. The Institute was established to serve prime sponsors, their staffs, designated subgrantees, and ICB members. Policy guidance is provided by a state-appointed steering committee. The committee is comprised of members from the prime sponsors, balance of state, public schools, state human service agencies, community-based organizations, ICB and ex officio members from MCA and BET.

METI's main thrust is the provision of training through relevant, timely, effective workshops and seminars. The curriculum content for workshops is determined by assessing the needs of the CETA and ICB communities. The Institute has worked in cooperation with related training organizations such as the Bureau of Employment and Training's Youth Clearinghouse and the National Institute for Work and Learning to provide training of a broader scope.

The format for the majority of METI's training is based on two-day workshops. Over twenty different topics are currently being offered.

For more information on the Institute, phone (517) 349-6506 or 6507 or write: Michigan Employment Training Institute, 4321 Okemos Road, P.O. Box 304, Okemos, MI 48864.

A new program in Girl Scouting is now open to young women 13 through 18 years of age. This innovative program, called "Options" is centered on special interest groups with emphasis placed on career orientation. The adults serving as advisors to the groups are experts in their areas of work.

Some of the groups being offered are as follows: Hot Air Ballooning, Bronson Medical Careers, Veterinary Medicine, Modeling, Athletic Careers for Women, Business/Management Careers, Ski Trip Weekend, Horseback Riding, Upjohn Tour, Airline Careers, Cheerleading Clinic, Social Work Careers and many more.

Each group's content is very informative and unique. Some of the special activities are: a fashion show; girls are the models, a ride in a hot air balloon, learning self-defense, view behind the scenes production of a TV studio, hold a meeting on a DC-7 Jet Liner and many more.

Over 375 girls have participated in these exciting programs.

The changes affecting women today are profound. In today's society, new patterns of living and working require that women be prepared for the impact of these developments on their lives. Because the range of alternatives for women are increasing, girls need training to equip themselves for vocations and careers beyond the homemaking role.

"Options" will help meet the needs of today's active and aware young women. It offers fun, learning, and career orientation through informal projects. Through these flexible programs, young girls will also gain leadership and administration skills.

Recruitment is done through a yearly interest survey taken in January. At the present "Options" is serving young women in the Growing Embers Council's four counties.

For more information about "Options" please call 343-1516 and ask for Marita Cavich, Director of Special Area Services.

"OPTIONS" - A CAREER PROGRAM FOR TODAY'S YOUNG WOMEN

by Marita Cavich

November 19, 1980, Girl Scout Personnel and State Educators held a meeting in Lansing to discuss cooperative efforts in the area of career education. As a result of this meeting between personnel of the Girl Scout Councils and career consultants, the Growing Embers Girl Scout Council (Allegan, Barry, Calhoun, and Kalamazoo Counties) will be looking forward to serving more teenage girls in this very important area of education.



NEWS FROM THE FRONT

BRIDGING THE GAP BETWEEN WORK AND LEARNING CONFERENCE AGENDA

Below is the agenda for the upcoming February conference being sponsored by the ICB. Each person on the "Link" mailing list will receive a conference brochure and registration form later this month.

When: February 23 and 24, 1981
Where: Kalamazoo Hilton Inn, Downtown Kalamazoo, Michigan
Who: All persons interested in education, employment, and training programs.
Sponsored by: The Kalamazoo Interagency Collaborative Body (ICB)
In cooperation with: The Michigan Employment and Training Institute
As part of: The Michigan Departments of Labor and Education Linkages Initiative

Conference Objectives:

1. Provide a forum for the exchange of ideas and information about national, state, and local education, employment, and training efforts.
2. Familiarize participants with innovative programs and services, from a variety of settings which focus on the transition of youth and adults into the world of work.
3. Explore competency-based education, employment, and training programs.
4. Assist participants in designing, implementing and managing education, employment, and training programs and assessing experiential learning for academic credit.

Conference Agenda:

Monday, February 23, 1981
 8:00-8:30 Registration/coffee and rolls
 8:30-9:45 Introduction: Irv Cumming, Chairperson, Kalamazoo ICB
 Keynote Speaker: Larry Ford, Executive Director, Flint Chamber of Commerce
 9:45-10:30 Perspectives on Bridging the Gap Between Work and Learning - Panel
 10:30-10:45 Break
 10:45-12:00 Development of Competency-Based Programs
 Assessing Occupational Competencies
 12:00-1:15 Lunch
 Welcome: Paul S. Wollam, Superintendent, Kalamazoo Valley Intermediate School District
 Guest Speaker: C. Patrick Babcock,

1:15-2:45

2:45-3:00

3:00-4:30

Tuesday, February 24, 1981

8:00-9:00

9:00-12:00

12:00-1:30

1:30-4:30

Director, Michigan Department of Labor

Exemplary Education Employment and Training Program Presentations - Part I

Break

Exemplary Education Employment and Training Program Presentations - Part II

Registration/coffee and rolls

Workshops (choice of 1)

* Generating Support for Your Idea - Diffusion of Innovations

* Design and Articulation of Competency-Based Education and Training Programs

* Models of Academic Credit Award for Experiential Learning

Lunch (on your own)

Workshops (choice of 1)

* Management of Education, Employment, and Training Programs

* Repeat - Design and Articulation of Competency-Based Education and Training Programs

* Repeat - Models of Academic Credit Award for Experiential Learning

If you have any questions, call (616) 381-4620, extension 237 or 214.

DEALING HONESTLY WITH MINORITIES AT SCHOOL AND ON THE JOB

The Educator Center for Professional Development in cooperation with the CETA/Education Linkage Project presents Dealing Honestly With Minorities at School and On the Job.

Program Description:

A. Basic Assumptions:

1. Consciously or otherwise, teachers and employers often treat minority children and employees differently, sometimes letting them "get by with murder."
2. These seemingly preferential treatments do not help minority persons become better educated or more productive; not do they contribute to better human relations.
3. It is to everyone's and the society's advantage to have teachers and employers deal with minority persons in the same manner as they deal with others.

Dealing Honestly (cont.)

And such can be done if we approach each other without reservations.

2. Suggested Remedy to Existing Conditions:

1. Have someone address the issues involved in dealing with minority persons, in this age of social change, directly and without reservations.
2. Have participants share their perceptions, experiences, and ideas in dealing with minority children and employees. Hopefully some of the participants will be members of minority groups of one kind or another.
3. Have the participants as a group develop guidelines and strategies that may help each individual develop normal relationships in interacting with minorities.

Program Details:

Date and Hours: Thursday, January 22, 1981,
7-9 p.m.

Place: Kalamazoo Valley Intermediate School
District Service Center, 1819 East Milham
Road, Kalamazoo, MI 49002

Fee: \$4.00 a person (to cover cost of materials)

Presenter: Dr. Wen Chao Chen, L. Lee Stryker
Professor, Director of the Center for
Management Studies and Educational Services,
and Vice President, Kalamazoo College.

Please note: The program is limited to 50
participants.

If you have any questions, call (616) 381-4620
extension 253 or 252.

CAREER RESOURCE CENTERS

by Betty Christensen

The need of students to pursue information about careers and employment opportunities that will provide self-satisfaction and happiness is becoming an important matter in education today. Students are becoming aware that work has the potential of meeting more than their economic needs. It also provides a means of meeting individual needs for social interaction, personal identity, and human relationship.

Career Resource Centers exist in many local district high schools. There are rooms or special areas in a school library, media center, or counseling center where all kinds of information about careers is kept. A career resource center houses career information and occupational information systems. Career information

comes in the form of films, filmstrips, books, magazines, brochures, pamphlets, and newsletters. The Center is one spot where students and adults can easily and frequently access this information. Many of the Centers have a director and/or aides who guide students and adults in the use of the materials, but the materials themselves are intended to be used individually.

Occupational information systems are housed in Career Resource Centers. They are essentially data sources about careers, i.e. what careers, and where people can prepare themselves for various careers. The system, i.e. Michigan Occupational Information System (MOIS), can be accessed via microfiche computer. The information is accurate, current, and understandable.

Most Career Resource Centers are open during school hours. There are some centers that are open during several evenings, Monday through Thursday.

VOCATIONAL TECHNICAL EDUCATION REPORT

by Howard Major

The need for partnerships between local school districts and neighboring businesses was emphasized in a December 2, 1980, Vocational Education Task Force report to the Michigan State Board of Education. The report, presented by V-TES Director, Arnie Loomis, made 25 recommendations designed to guide the Michigan State Board. Other presentation highlights included:

- * National and state "reindustrialization" is a key movement of the '80's. Hopefully this will translate into a positive funding pattern when the Vocational Education Act is reauthorized by the U.S. Congress.
- * Strong citizen support exists for Vocational Education as evidenced by data from the Gallup Poll, the MEA poll, the Michigan Comprehensive full employment plan, and the poll of Vocational Education completers supervisors.
- * A recommendation that all schools be required to offer 15 wage-earning OE codes. Currently only about 1/3 of Michigan's Career Education Planning Districts (CEPD's) are totally comprised of schools which meet this criterion.
- * A recommendation that the Michigan State Board of Education work to resolve local facility and equipment inequities.
- * A recommendation that "sufficient" added cost funding be provided to local districts to help defray cost of expensive vocational education programs.

Voc-Tech Report (cont.)

- * A recommendation that Vocational Education develop linkages to business, industry, labor, CETA, and community-based organizations. It was noted that 27 Interagency Collaborative Body's (ICB's) exist in Michigan and serve as a vehicle for establishment of such linkages.
- * A reminder that Vocational Education must respond quickly to demands for skilled workers in emerging occupations and occupations which there is a local need.
- * A recommendation that job placement programs be expanded.
- * A recommendation that equipment and facilities be used at an 85% efficiency level, i.e. evenings, weekends, etc.
- * A recommendation that Vocational Education continue to improve service to special populations, i.e. minorities, handicapped, etc.
- * Acknowledgement of the key role of higher education in providing high quality Vocational Teacher education.
- * Continued support for the Michigan Occupational Information System (MOIS).
- * Continued support for existing and new skills centers.
- * Continued support for sex equity and the elimination of sex bias and stereotyping.

KALAMAZOO COUNTY PRIVATE INDUSTRY COUNCIL

by Jack Mekemson

In the amended Comprehensive Employment and Training Act of 1978, Congress authorized a new Title to encourage greater private sector participation in local CETA programs. Title VII established the Private Sector Initiative Program which is a partnership of the Prime Sponsor and a Private Industry Council in each local area.

Money was made available under Title VII for Fiscal Year 1980, so a Kalamazoo County Private Industry Council was formed in July of 1979. Potential members for the Council were recommended by several organizations in the Kalamazoo area including the Chamber of Commerce, the National Alliance of Business, the Kalamazoo Labor Council, the Southwest Michigan Minority Business Association, and an ad hoc committee of employment and training program planners. The 24 council members appointed by the County Board of Commissioners predominantly work in the management of private businesses, both large and small. Other members bring in experience from organized labor, education, both public

and private, community organizations and county government. Staff support is provided by the W.E. Upjohn Institute. The activities recommended by the KCPIC for FY 1980 included:

1. A Pre-Apprenticeship Training Program through which participants received training in the skills and educational competence needed to obtain jobs in the skilled trades, particularly those occupations where workers can enroll in apprentice training programs. These students also learned some of the basic skills and tools useful in various trades.
2. A Pre-Employment Program which used motivational techniques, job seeking skills, training, and exposure to jobs and occupations in the Kalamazoo area, to help participants make better decisions about themselves and improve their work attitudes.
3. An Economic Expansion Program designed to keep local business owners informed of the advantages and incentives available for expanding operations in Kalamazoo. The net results of this activity are expected to be the creation of new job opportunities in this area and the retention of jobs that already exist here.

Objectives set by the KCPIC for the coming year will be: evaluation and possible continuation of the demonstration programs of last year; evaluation and recommendations from the private sector on all current CETA training activities; and development of a marketing and promotion campaign for PSIP and CETA activities in Kalamazoo's private business sector.

The KCPIC meets once a month, usually, and will have developed a schedule for the entire year by its December 11, 1980, meeting. For further information contact Jack Mekemson, Job Development Division of the W.E. Upjohn Institute for Employment Research, 349-1217.

INDUSTRY-EDUCATION COUNCIL LAUNCHED IN CANADA

Manpower and Vocational Education Weekly

The first formal organization in Canada pooling the resources of industry and education to smooth the school-to-work transition has been launched in Hamilton, Ontario.

Funded by the Canadian Ministry of Education, the Industry-Education Council of Hamilton-Wentworth hopes to stimulate support for career education, help students make better career decisions, foster collaboration between schools and their communities, and coordinate career education within the region.

Industry-Education (cont.)

The council has received extensive technical assistance from the National Association for Industry-Education Cooperation, headquartered in Buffalo, N.Y. Creation of the council has taken several years. A board of directors was formed in November 1978 and an executive director was appointed last summer. The council became fully functional this fall with the formal endorsement of the Minister of Education at the beginning of Canada Career Week November 2.

Several activities are planned by the council, including a cooperative vocational training lining program, student mock job interviews, a student marketing conference, summer youth employment program, a teacher work-education program and career awareness workshops.

MEETING HIGHLIGHTS

ICB COMMITTEE MEETING HIGHLIGHTS

Communications: A letter from Mel Francis indicating his resignation on the ICB and naming Henry Houseran as his replacement. A letter from the Department of Labor recommending that "B" grants not be applied for in FY'81.

FY'81 Plan: The ICB approved the FY'81 Plan with an amendment to include the development of brief descriptions under each outcome/product.

EXECUTIVE COMMITTEE MEETING HIGHLIGHTS

Due to the lack of a quorum, action on the minutes of the previous meeting was not taken.

Communications: A letter from the Kalamazoo Board of Commissioners stated their non-financial support of the ICB and its activities. A letter from the Department of Labor stating their acceptance of the FY'81 Plan.

Work and Learning Conference: An outline of the conference agenda was discussed by the members present. Moderators are needed to introduce speakers, host sessions, etc.

Extension of "B" Funds: There has been an extension granted for the "B" funds for as long as they hold out, but not beyond August 31, 1981.

MOICC Application: There was a review and discussion on the MOICC application for a local liaison resource group grant.



January 14, 1981 - County Employment Development Council (CEDC) Executive Committee at the Upjohn Institute, 2:30 p.m.

January 14, 1981 - Interagency Collaborative Body (ICB) at 1819 East Milham Road, Kalamazoo, 3:30-5:00 p.m.

January 15, 1981 - METSC Orientation at the Harley Hotel in Lansing, contact the Michigan Employment Training Institute, (517) 349-6506

January 22 and 23, 1981 - Organizational Needs Assessment at the Harley Hotel in Lansing, contact METI, (517) 349-6506

January 26 and 27, 1981 - Conflict Management at the Hilton Inn in Kalamazoo, contact METI, (517) 349-6506

January 27, 1981 - ICB Executive Committee at 1819 East Milham Road, Kalamazoo, 3:30-5:00 p.m.

January 28, 1981 - CETA Orientation I at the Village Market in East Lansing, contact METI, (517) 349-6506

February 5 and 6, 1981 - Organizational Development at the Harley Hotel in Lansing, contact METI, (517) 349-6506

February 6, 1981 - CEDC Youth Committee at the County Administration Building, Room 207, 3:30 p.m.

February 9 and 10, 1981 - Labor Market Information at the Hilton Inn in Lansing, contact METI, (517) 349-6506

February 11, 1981 - CEDC Structural Committee at the County Administration Building, Room 207, 3:30 p.m.

February 12, 1981 - CEDC Countercyclical Committee at the Upjohn Institute, 2:30 p.m.

Calendar of Events (cont.)

February 16 and 17, 1981 - Basic Financial Management at the Hilton Inn in Grand Rapids, contact METI, (517) 349-6506

February 18, 1981 - CEDC Executive Committee at the Upjohn Institute, 3:30 p.m.

February 19 and 20, 1981 - P.S. Executive Training at the Hilton Inn in Grand Rapids, contact METI, (517) 349-6506

February 23 and 24, 1981 - Bridging the Gap Between Work and Learning conference at the Hilton Inn in Kalamazoo, contact Francine Schwartz, 381-4620, extension 237

February 23 and 24, 1981 - Time & Stress in Lansing, contact METI, (517) 349-6506

February 24, 1981 - ICB Executive Committee at 1819 East Milham Road, Kalamazoo, 3:30-5:00 p.m.

February 25, 1981 - CETA Orientation I in Jackson, contact METI, (517) 349-6506

March 4, 1981 - Creative Problem Solving at the Village Market in East Lansing, contact METI, (517) 349-6506

March 5 and 6, 1981 - Counseling Skills at the Hilton Inn in Lansing, contact METI, (517) 349-6506

March 6, 1981 - CEDC Youth Committee at the County Administration Building, Room 207, 3:30 p.m.

March 9 and 10, 1981 - General Management at the Hilton Inn in Plymouth, contact METI, (517) 349-6506

March 11, 1981 - CEDC Structural Committee at the County Administration Building, Room 207, 3:30 p.m.

March 11, 1981 - ICB meeting at 1819 East Milham Road, Kalamazoo, 3:30-5:00 p.m.

For further information about the above, contact ICB staff at 381-4620, extensions 252, 253, or 214.

STRYKER CENTER JR MANAGEMENT STUDIES Winter, 1981 Offerings

ONE DAY SEMINARS

Taxes and Your Business. Jan. 15, 1981, 7:00 to 9:00 pm, \$20.00.
Surviving Your First Computer Purchase. Jan. 15, 1981, 8:30 am to 4:30 pm, \$40.00.
Creative Problem Solving. Jan. 20, 1981, 8:30 am to 4:30 pm, \$80.00.
Coaching & Counseling Employees. Jan. 21, 1981, 8:30 am to 4:30 pm, \$80.00.
Stress Management. Jan. 22, 1981, 8:30 am to 4:30 pm, \$80.00.
Leadership Effectiveness. Feb. 3, 1981, 8:30 am to 4:30 pm, \$80.00.
Time Management. Feb. 5, 1981, 8:30 am to 4:30 pm, \$80.00.
How to Conduct Business Meetings. Feb. 6, 1981, 8:30 am to 4:30 pm, \$80.00.
Increasing Productivity & Efficiency. Feb. 23, 1981, 8:30 am to 4:30 pm, \$80.00.
Management By Objectives. Feb. 26, 1981, 8:30 am to 4:30 pm, \$80.00.
Personal Effectiveness. March 3, 1981, 8:30 am to 4:30 pm, \$80.00.
The Manager and the Organization Films. March 5, 1981, 8:30 am to 4:30 pm, \$40.00.

SIX WEEK COURSES

Management Development for Supervisors. 1/7 thru 2/11/1981, 4:00 to 8:00 pm, \$200.00
Wen Chao Chen, Instructor.
How to Start a Successful Small Business. 1/7 thru 2/11/1981, 6:30 to 9:00 pm, \$90.00
Gary Vandenberg, Instructor.
Financial Mgt. for Non-Financial Managers. 1/13 thru 2/17/1981, 6:30 to 9:30 pm, \$160.00
Kirby Brown, Instructor.
Managing for Profit. 1/12 thru 2/16/1981, \$100.00, Scott Morehouse, Instructor.
Management Development for Supervisors. Second Session. 2/18 thru 3/25/1981, \$200.00.
Wen Chao Chen, Instructor.
Human Relations and Leadership. 2/18 thru 3/25/1981, \$160.00, G. Vanderberg, Inst.

TEN WEEK COURSE

Rapid Comprehension. 1/8 thru 3/12/1981, \$160.00, Dr. Robert Klein, Instructor.

EDITORIAL STAFF:

Mac Dashney
Howard Major
Francine Schwartz

Deadline for articles for the March issue:

Friday, February 27, 1981

Articles must be mailed to:

K.V.I.S.D.
1819 East Milham Road
Kalamazoo, MI 49002

Private & Public Sector (cont.)

With the help of the employment and training community and private business jobs will be found for those who want and need to work. Young adults with our help will be given the opportunity to learn a skill and be productive, tax paying members of the community.

Let's not let the ties between the private and public sectors diminish during this crucial economic period.

Staff Notes (cont.)

are shaping up nicely. Approximately seven hundred conference brochures are being mailed to employment and training professionals from all over the state. The conference is being co-sponsored by the Kalamazoo Interagency Collaborative Body and the Michigan Employment and Training Institute. Elsewhere in this newsletter an overview of the conference agenda is presented.

Locally, the Kalamazoo Interagency Collaborative Body is launching its 1981 employment and training professional development series

January 22, 1981. Dr. Chen, Director of the Stryker Center for Educational and Management Studies, will be presenting a workshop entitled "Dealing Honestly with Minorities At School and On the Job". Dr. Chen's program will be provocative, stimulating, and timely. An outline of the workshop topics is presented elsewhere in the newsletter. For additional information, please call 381-4620, extension 252.

During 1980, two issues of the "Link" were published replete with informative articles describing employment and training activities, opinions, and programs taking place in Kalamazoo County. To be successful, a newsletter must accomplish two objectives: 1) attract local people willing to contribute interesting and informative material, and 2) be read by people truly interested in what is going on around them. To date, those contributing material to this tabloid have set a very high standard of quality and are to be commended. If our first issue for 1981 is any indication, we will enjoy another year of providing quality service to our readers.

Oh, by the way, let's resolve to meet the challenges and seize the many opportunities that will be 1981.

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Kalamazoo Valley Inter. School District
1819 East Milham Road
Kalamazoo, MI 49002

